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ABSTRACT

This final report discusses the activities and outcomes of a 4-year federally funded project designed to meet the critical need in Georgia to provide effective practices in the delivery of educational services to children and youth with deafblindness from birth through 21 years of age and to their families and service providers. Results of the project included: (1) accurate identification of 286 children with deafblindness and provision of technical assistance; (2) establishment and expansion of a statewide advisor network; (3) in-home consultation by early intervention/parent advisors an average of four times a month to each family; (4) in-home consultation by therapy advisors an average of twice a month to each family; (5) technical assistance by educational advisors to service providers and families; (6) a network of family advisors who worked with families and service providers and specifically addressed family priorities; (7) establishment of four demonstration sites; (8) multiple training opportunities each year, including Summer Institutes, graduate methods courses in deafblindness, family retreats, advisor training, inservices, and workshops; (9) a loaner bank of instructional materials and equipment; and (10) monographs and products for dissemination. The report discusses activities, problems encountered, and implications for practice. Appendices include training data and training and workshop evaluation results. (CR)

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GEORGIA DEAFBLIND PROJECT

FINAL REPORT 1995-1999

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A Joint Project of

Georgia Department of Education
Division of Exceptional Children and
Georgia State University

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GEORGIA DEAFBLIND PROJECT FINAL REPORT
1995-1999

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I. EXECUTIVE SUMMARY

The Georgia Deafblind Project was designed to meet the critical need in the state of Georgia to provide effective practices in the delivery of educational services to children and youth with deafblindness from birth through 21 years of age and to their families and service providers. It was a joint project of the State Department of Education and Georgia State University.

The implementation of this project consisted of: 1) locating and identifying children with deafblindness; 2) building statewide local capacity for technical assistance to local school systems, families, and service providers through advisor training, demonstration site development, and preservice training; 3) providing early intervention technical assistance to children with deafblindness (birth to five years of age), their families, and service providers; 4) providing educational technical assistance services to children with deafblindness (ages five through 21) their families, and service providers (with early transition services from ages 3 to 5 years), 5) providing technical assistance in related service areas to children with deafblindness (ages birth through 21), their families, and service providers; and 6) providing technical assistance specifically to families and caregivers of children with deafblindness.

As a result of the Georgia Deafblind Project, there was: 1) accurate identification of 286 children with deafblindness and provision of technical assistance; 2) establishment and expansion of a statewide advisor network (Early Intervention/Parent Advisors, Educational Advisors, Therapy Advisors, and Family Advisors); 3) in-home consultation by Early Intervention/Parent Advisors averaged four times a month to each family with a young child with deafblindness; 4) in-home consultation by Therapy Advisors averaged twice a month to each family with a young child with deafblindness; 5) technical assistance by Educational Advisors throughout Georgia to service providers and families; 6) a network of Family Advisors worked with families and service providers specifically addressing family priorities; 7) establishment of four demonstration sites; 8) multiple training opportunities each year, including Summer Institutes, graduate methods course in deafblindness, Family retreats, Advisor Training, inservices and workshops (which specifically target areas of need such as communication, inclusion, transition, collaboration, effective instructional strategies, orientation and mobility); 9) loaner bank of instructional material and equipment; and 10) monographs and products for dissemination.

The Georgia Deafblind Project was directed by Ms. Marlene Bryar at the Georgia Department of Education. The grant was subcontracted to Dr. Kathryn Heller at Georgia State University. This project also included a Technical Assistance Coordinator (Doug McJannet), Early Intervention Coordinator (Lynn McFarland), Therapy Coordinator (Paula Forney), and Demonstration Site/ Family Coordinator (Liz Cohen).

II. DESCRIPTION OF THE PROJECT

The purpose of the Georgia Deafblind project was to: (1) provide technical assistance to families/caregivers who have children with deafblindness, ages birth through twenty-one; (2) provide technical assistance and training to individuals, schools, public and private agencies, institutions, and organizations that serve children with deafblindness; (3) assist local school systems and communities to build local capacity for serving children and youth with deafblindness, ages birth through twenty-one; (4) enhance the quality of life of all Georgia's children with deafblindness (through such activities involving inclusion, transition, collaboration, and effective instructional strategies for children who are deafblind). This was accomplished through completion of the project's six main objectives:

OBJECTIVE 1. Locate and identify children with deafblindness

1.1 Contact appropriate agencies and individuals explaining the state definition of deafblindness and services available through the Deafblind Project.
1.2 Expand identification procedures to focus on those locations from which the Georgia Deafblind Project has not received referrals.
1.3 Assist families and service providers in the procurement of vision and hearing evaluations.
1.4 Provide technical assistance to service providers for functional visual and auditory assessments.
1.5 Maintain and update the Georgia Deafblind Census.
1.6 Coordinate the identification of children who are deafblind in the state to prevent unnecessary duplication of effort.

OBJECTIVE 2. Build statewide local capacity for technical assistance to local school systems (LSS), families and service providers through a) advisor training, b) demonstration site development and c) preservice training.

2.1 Recruit Early Intervention/Parent Advisors, Educational Advisors, Therapy Advisors, and Family Advisors to provide technical assistance services to deafblind children and families throughout the state of Georgia.
2.2 Select advisors based on the established criteria.
2.3 EARLY INTERVENTION/PARENT ADVISOR TRAINING. Expand the current statewide Early Intervention/Parent Advisor program (INSITE), that trains teachers in the area of deaf-blindness (birth through five years old), to provide technical assistance to parents, preschool teachers, and other service providers in their geographic region of the state.
2.4 EDUCATIONAL ADVISOR TRAINING. Establish a statewide Educational Advisor Program to provide training to special education teachers in the area of deafblindness in order to provide assistance to other teachers and families in their geographic region of the state.
2.5 THERAPY ADVISOR TRAINING. Expand the current statewide Therapy Advisor program in the area of deafblindness in order to provide technical assistance to other

physical and occupational therapists, speech-language pathologists, orientation and mobility instructors, families and service providers in their geographic region of the state.

2.6 FAMILY ADVISOR TRAINING. Establish a statewide Family Advisor program to provide technical assistance to families of children with deafblindness in their geographic region of the state.
2.8 UTILIZATION OF ADVISORS STATEWIDE. Advisors who are located throughout the state, will provide technical assistance in their local regions of the state.
2.9 DEMONSTRATION SITES will be developed throughout the state to exemplify effective practices in coordination with the CSPD Promising Practices Demonstration Sites Program.
2.10 PRESERVICE. Increase capacity for technical assistance through utilizing courses at Georgia State University in the area of deafblind. Georgia State University provides courses in the area of Deafblind which are open to non-degree students. Georgia State University also provides a 16 course Masters Degree in the area of Deafblind.
2.11 EXPAND TECHNICAL ASSISTANCE OPPORTUNITIES. Collaborate with Local School Systems (LSSs) and families to expand technical assistance opportunities and activities through the Georgia Deafblind Project.

OBJECTIVE 3. Provide Early Intervention Technical Assistance Services to children with deaflindness (birth to five years of age), and their families, and service providers.
3.1 Assess the needs of families/caregivers and service providers of children who are deafblind, ages birth through five.
3.2 Collaboratively plan technical assistance services with parent/caregivers and service providers.
3.3 Provide technical assistance services in the home, schools (or related agencies, such as day care facilities) for children with deafblindness birth to five years of age.
3.4 TRANSITION. Provide transition assistance services for children with deafblindness, families, local school systems (LSSs) and services providers for children transitioning from home/agency to school-based systems.

OBJECTIVE 4. Provide Educational Technical Assistance Services to children with deafblindness (ages three through twenty-one), and their families, and service providers.
4.1 Assess the needs of teachers and school personnel serving students who are deafblind and their families in regard to technical assistance.
4.2 Collaboratively plan technical assistance services with teachers, parent/caregivers, and/or other school personnel.
4.3 Provide technical assistance services in schools, home, community, community-based vocational training sites, or related agencies (i.e., day care facilities) for children with deafblindness three through twenty-one years of age utilizing statewide Educational Advisors and project staff.
4.5 Develop transdisciplinary crisis intervention teams to collaboratively plan for students with deafblindness where a difference of opinion is occurring regarding appropriate services.

4.6 TRANSITION. Provide assistance to families, service providers, and students who are deafblind who are transitioning from school to community and/or employment programs.

4.7 INCLUSION. Assist families, LSSs, and service providers with the facilitation of inclusion of students in integrated environments through Georgia's System Change Project.

OBJECTIVE 5. Provide technical assistance in Related Service Areas to children with deafblindness (ages birth through twenty-one), and their families and service providers.

5.1 Assess the needs of therapists, families/caregivers and service providers of children who are deafblind, ages birth through twenty- one.
5.2. Collaboratively plan technical assistance in area of related services with child's school or private related service staff, parents/families, service providers, in conjunction with other advisors.
5.3 Provide technical assistance in the home, school, and/or related agency (i.e., day care) environments in the areas of adapting physical and occupational therapy activities for children with deafblindness, as well as adapting other service areas (such as communication instruction by speech-language pathologists and orientation and mobility instruction by orientation and mobility instructors) for students who are deafblind.

OBJECTIVE 6. Provide technical assistance specifically to families and caregivers of children with deafblindness

6.1 Assess the needs of families through the development, distribution, and evaluation of a needs assessment questionnaire that is developed from workshop evaluations and family input.
6.2 Provide technical assistance through a support network for families and caregivers of children with deafblindness.
6.3 Provide technical assistance to service providers on meeting family needs and issues regarding students who are deafblind through use of Family Advisors.
6.4 Provide technical assistance to families through coordinated services of involved Early Intervention/Parent Advisor, Educational Advisor, Therapy Advisor, and Family Advisor (as appropriate).
6.5 Provide training to family members through workshops and inservices on topics of identified need, such as those identified on the needs assessment (e.g., available services, dealing with stress, community resources, communication, advocacy, and transition).
6.6 Assist parents and family members in locating appropriate equipment and resources for their children with deafblindness.

III. CONTEXT

Specialized knowledge and skills are needed to meet the unique learning needs of children who are deafblind. Teachers, related service staff, school administrators, and parents of children with deafblindness have indicated a need for support, information, and technical assistance in learning these specialized knowledge and skills to best meet these children's needs. Very few universities across the nation provide training in the area of deafblind and certification is not available in this unique disability area. In Georgia, only 1 university (Georgia State University) offers coursework in this area in the Atlanta area. However, students who are deafblind are spread out across the 183 school districts which comprise Georgia, the largest state east of the Mississippi River. Travel can be difficult across this primarily rural state, and resources can be limited. This results in a lack of information dissemination.

Six statewide needs were identified as priorities which the Georgia Deafblind Project was directed to meet, and addressed through the above objectives. These needs corresponded to the Georgia Special Education Sate Program Plan and State Participation under Part H of IDEA.

1) The first need was to identify children who were deafblind across the state and maintain a yearly census. By identifying where the students were located, technical assistance could be provided. Several areas of the state were under represented in identifying students with deafblindness. This was in part due to a lack of awareness regarding the definition of deafblind and/or lack of obtaining accurate vision and auditory assessments for students. The 1994 Deafblind Teacher Survey found that information on the federal definition of deafblindness was needed statewide and the 1994 Survey of Special Education Directors further supported this need with individual assessment of students' functional vision and hearing as rated as the second highest need in the area of deafblindness.

2) The second need was to build statewide local capacity for technical assistance. Georgia is predominately a large rural state with only a few urban areas. In both urban and rural areas, teachers and service providers serving students with deafblindness have not typically had any training in the area of deafblindness. In rural areas, the sparse population and limited resources create further difficulties in obtaining needed knowledge and skills of effective practices with students with deafblindness. Geographic barriers, such as the mountainous north region and the state's large size, make travel from one region to another in the state difficult and time-consuming and contribute to these

3) The third identified need was to provide early intervention technical assistance services to infants, toddlers and young children who were deafblind (birth to five). Most teachers serving infants and preschoolers have no formal training in the area of deafblindness. The majority of teachers involved with early intervention and preschool have either early childhood or general special education degrees, or early childhood special education endorsement, in accordance with Georgia's general certification requirements. This creates a need to provide information and assistance to early interventionists in the area of deafblindness. According to the CSPD Personnel Preparation Survey results, early interventionists rated that the top need in the area of serving preschool children with disabilities was enhancing student communication through augmentative and alternative communication (93.3%), which is one of the primary area of need for those working with students who are deafblind. Other primary areas of need included: assessing students with multiple disabilities (89.1%), moving from preschool to elementary programs (88.31%), locating resources for acquiring computers, etc. (86.67%), and using adapted devices (85.53%). According to the CSPD Parent survey results of parents with children in preschool programs, primary needs included: assisting child moving between school levels (88.89%), and

finding activities to support the classroom (86.84%).

4) The fourth need was to provide technical assistance to children who are deafblind from five through twenty-one, including transition services for those three to five years of age. In the area of education, most teachers/personnel working with students with deafblindness do not have degrees or training in the area of deafblindness. The majority of special education teachers involved in working with students age five through twenty-one have a teaching certification in the area of mental retardation, which does not prepare them to address the specialized instructional needs of students who are deafblind. Also, many teachers of students with visual impairments or hearing impairment, who teach students with deafblindness, lack information and strategies on teaching students with the combined vision and hearing loss. The need in Georgia was supported by data from surveys and observations. Georgia DeafBlind Surveys of Special Education Directors found that the three areas of greatest need in training/staff development are: a) assessment of skills of students with deafblindness, b) programming and formulating appropriate goals and objectives, and c) communication skills. The same survey also found that assistance in locating and procuring adaptive materials and equipment and assistance in planning transition services as primary needs. In the 1994, 1996, and 1998 Georgia Deafblind surveys of teachers, the the highest ranking needs on the entire needs assessment were: a) instruction in appropriate materials, equipment and adaptive devices, b) community resources, and c) instruction in orientation and mobility, and d) instruction in augmentative communication. The Perkins National Deaf-Blind Training Project Needs Survey further supports a need for technical assistance in the area of deafblindness in Georgia, through the identified needs for classroom strategies for learners who are deafblind, followed by team collaboration and communication strategies. Also, the Personnel Preparation CSPD Survey, 91.52% of all special education personnel (N=174) ranked assessing students with multiple disabilities as the top need, with other top needs being promoting inclusion of students with disabilities (88.62%), enhancing student communication through augmentative communication (AAC) (86.96%), developing transition plans (86.27%), moving from high school to community/employment (85.99%), and designing alternative instructional strategies (85.09%). The CSPD parent survey identified the top ranking need was for available special services (89.63%).

5) The fifth need was the provision of technical assistance in related services area. Related service providers, such as occupational therapists, physical therapists, and speech-language pathologists, do not typically have as a part of their training information on working with students who are deafblind. This information is needed to provide optimal and effective services. According to 1994 CSPD Personnel Preparation survey, Speech/Language Pathologies had several priority needs: enhancing student communication through AAC (89.67%), promoting inclusion of students with disabilities (88.30%), assessing students with multiple disabilities (87.36%), designing alternative instructional strategies (82.61%), and promoting awareness of special needs students (81.93%).

6) The last need was provision of technical assistance specifically to families and caregivers. Families of students with deafblindness have expressed the need for support, technical

assistance, networking, and assistance in increasing advocacy skills. In the 1994 CSPD FAMILY survey, the top two areas of need were knowledge of available advanced schooling/special services (89.63%), and methods of helping self/child deal with stress (88.38%). Other areas included community resources for acquiring computers, etc, (87.25%) and community resources/agencies for parents (84.33%), knowledge of federal, state, and local agencies (86.04%), methods/activities to improve communication (85.53%), methods/activities to improve self-advocacy skill (83.31%), and participating in transition planning (81.62%). The most preferred format for training parents was workshops. In the 1994 Georgia Deafblind Teacher Survey, teachers ranked the need for parent workshops and parent support groups as the fourth and fifth areas of need for the entire needs assessment.

The Georgia Deafblind Project addressed these needs through the accomplishment of six main goals and objectives. The accomplishments are as follows:

IV. ACCOMPLISHMENT OF GOALS

OBJECTIVE 1 - Locate and identify children with deafblindness

Several activities occurred to increase identification efforts of children and youth with deafblindness. Each year of the grant, all 183 school districts and state institutions were sent information on Georgia Deafblind Project training activities; project information which explained the definition of deafblindness and project services; and information pertaining to deafblindness. A 30 second public service announcement was developed and shown over three years on several television stations that describes deafblindness and how to contact the project. A website was constructed and provided further identification information. A newsletter was developed and disseminated to over 400 people to assist with information dissemination and student identification. Teachers were trained to assist with identification efforts as well. The Georgia Deafblind Project facilitated the acquisition of approximately 30 vision evaluations and 35 audiological evaluations each year to determine eligibility.

Several meetings have occurred between the Georgia Deafblind Project staff and relevant organizations to address identification issues. Meetings and trainings regarding identification have occurred across in state in such places as Swainsboro, Albany, Duluth, Norcross, and Dalton. As a result of these and other meetings with the Babies Can't Wait (Part H) staff, an increase in referrals from Babies Can't Wait offices around the state to the project have occurred. Approximately 95% of the current referrals of birth to 3 year olds have occurred from Early Intervention Babies Can't Wait program.

Collaboration in identification efforts is occured between the project and several agencies. The Georgia Deafblind Project's project staff met with HKNC staff and discussed identification efforts between the two projects. Meetings have also occurred with representative of DHR on identification and transition issues as well as with private agencies such as the Center for the Visually Impaired and Georgia Sensory Center. Collaboration has occurred between the Georgia Deafblind Project and other statewide projects such as the State Systems Change Project and the

Bureau for Multiple and Severe Disabilities on areas of includsion, assessment, and functional skills. Inservices have been given by the project staff as well as meetings to provide information on deafblindness and aid in identification efforts as they provide technical assistance across the state. Also, the project's Therapy Coordinator and state's Preschool Coordinator both attend state and local interagency coordinating councils (ICCs) which meet monthly. At these meetings information was shared on best practices for identification, referral, and service provision for children with sensory impairment and deafblindness. In addition, the project's Therapy Coordinator has also served on a state/local ICC liaison committee in order to expand awareness and communication on the above areas between local councils, statewide, and between the local and state councils.

Project activities in identification have resulted in 286 students currently being identified as deafblind and being maintained on the Georgia Deafblind Census. Approximately 26 new children and youth were identified as deafblind each year. Students who no longer qualified to be on the census (e.g., due to age, death, or change in sensory status) were removed. At this time, the Georgia Deafblind Project Census is showing that most individuals with deafblindness in Georgia have multiple congenital anomalies with one of the top category of identified multiple congenital anomalies being CHARGE Association. There has been increased identification in underrepresented areas of the state, increases in vision and hearing examinations, and increase utilization of the Georgia Deafblind Project.

OBJECTIVE 2 - Build local capacity for technical assistance to LSSs, Service providers and families

Local capacity was built through building a statewide network of project advisors, creating demonstration sites, and expanding technical assistance opportunities.

Georgia Deafblind Project Advisor Network

The network of Georgia Deafblind Project Advisors who provide technical assistance across the state for the project consists of:

a) Parent Advisors who are certified special education teachers trained in early intervention of children with sensory impairments (deafblindness) and responsible for providing technical assistance on a weekly basis in families homes targeting children birth to five years old;

b) Therapy Advisors who are occupational and physical therapists trained in deafblindness and responsible for providing specialized technical assistance twice a month in families homes, as well as consultation to school systems;

c) Educational Advisors who are certified special education teachers trained in deafblindness and responsible for providing technical assistance to children and youth three through twenty-one, their families, and service providers on a as needed basis; and

d) Family Advisors who are parents of children with deafblindness specifically responsible for providing assistance to families.

Recruitment efforts for parent advisors, therapy advisors, educational advisors, and family advisors consisted of presentations at the annual state vision conference, presentations at the

Georgia Deafblind Project's weekend retreats and inservices, telephone contacts with special education directors across the state, and dissemination of training announcements. In addition, contact was made with teachers, physical therapists, occupational therapists who had previously expressed interest in the training. Parents were also contacted regarding opportunities to become Family Advisors.

Advisor training occured every summer. Over the four years, 111 special education teachers have been trained to be parent advisors, 74 physical or occupational therapists have been trained to be therapy advisors, 90 special education teachers have been trained to be educational advisors, and 20 parents have participated in the family advisor program.

Parent Advisor Training Institutes and Therapy Advisor Training Institutes consisted 3 and 5 intensive days of training during each summer, respectively. Trainings were evaluated through Workshop Evaluation Scale and Pre/ Post Evaluation Forms. (Evaluation of their performance across the state was addressed through parent evaluation, supervisor follow-up visits and evaluation, and child change data. This is discussed under objectives 3 and 5 below). Pre-post self evaluation training data showed high increases in knowledge gained each years with pretest means as low as 1.44 and post test means as high as 4.71 (with 1 being slightly knowledgeable and 5 being very knowledgable). A high level of satisfaction was reported with the trainings each year with the majority of participants rating the workshops in the top 10%, giving overall mean of 4.7. Follow-up training was also provided throughout the years with such workshops as . "Combining NDT and SI in Everyday Routines" (with high level of satisfaction with a mean of 4.6 out of 5.0 and pretest/posttest indicating high amount of knowledge learned with pretest mean 52.6, posttest mean 79.2), "Infusing Meaningful Interventions" (mean satisfaction score of 4.7, pretest mean 31.9/posttest mean 81.1), and Cortical Vision Impairments (mean satisfaction score of 4.8 and pretest mean 52.2/ post test 86.4). (See Appendix A). (See Objective 3 and 5 for application of their skills and child change.)

Training for Educational Advisors and Family Advisors occured during the annual Summer Institutes (lasting from 4 days to 3 weeks, depending upon topic) and select Weekend Retreats. Participants of these workshops either came to increase knowledge and skills and/or to become Educational Advisors. Data indicated a high level of satisfaction with mean such overall means scores as 4.6 to 4.9 (on a 5 point Likert Scale) and 6.4 and 6.75 (on a 7 point scale). Increase of knowledge learned and application of the skills was also documented. (See Objective 4 for more information).

As a result of the Advisor Training Program, we have developed a network of Advisors who are located throughout the state and provide technical assistance to schools and families within their vicinity, thus building statewide local capacity. We currently have 99 Parent Advisors providing home-based technical assistance to families on a weekly basis. We currently have 70 Therapy Advisors providing home-based technical assistance to families twice a month, and technical assistance to school systems. We currently have 25 Educational Advisors providing technical assistance to schools and families on an as needed basis, through making referrals, identifying students who are deafblind, providing inservices, providing consultation, serving as resources, and organizing learning activities. We currently have a dozen parents and a parent consultant hired by the project providing a network of parents from which other parents can contact for support and information. Family Advisors also attend conferences, such as the CHARGE conference and the Hilton-Perkins conference and share information with other families and make presentations during the Summer Institutes and Weekend Retreats.

Demonstration Sites

Demonstration sites were developed during the four years in rural counties in Georgia: Catoosa, Franklin, Habersham, and Forsyth Counties. Technical assistance was provided to these sites one to three times a month, for a duration of two to four years a site. These demonstration sites have resulted in increase knowledge and skills, high levels of satisfaction, and improved child-change data. They have also resulted in a place for other teachers to come and observe effective practices. Across the four sites, 17 students with deafblindness received technical assistance, 12 teachers, 14 paraprofessionals, 13 related service staff, and 4 administrators. Nine families have participated in local family training and activities sponsored by the project in the demonstration site area. Four hundred and thirty-seven recommendations have been made across the 4 years to school personnel and families with 77% of these being partially or fully implemented. Those not implemented were typically initiated, and then modified to better meet the student's needs. Approximately half of the recommendations dealt with some aspect of augmentative communication. Other major categories of recommendations included: assessment, instructional strategies, functional skills, modifications to accommodate visual and hearing loss, and use of adaptations and assistive technology. Consultant Satisfaction Form Data was high with a mean of 4.8 across the four years. Quality Indicator Data on participating teachers were good, especially with those that became Educational Advisors (mean 85% of quality indicators).

Parent meetings/ activities have occurred throughout the four years at the demonstration sites. In the last two years, inservices and meetings have occured with parent participation. The Georgia Deafblind Project has also assisted with the publication of a parent newsletter which has included information about our project and aspects of deafblindness. The Georgia Deafblind Advisory Committee visited the site in Franklin to observe the demonstration site activities and reported a high level of satisfaction. Several letters of support have been written by teachers and Special Education Directors regarding the positive impact of the project on the classroom, as well as usefulness of the sites for other teachers. (See Appendix B for sample demonstration site data).

Preservice Training

During the four years of the grant, Georgia State University had a graduate program in Deafblind and collaborated with the Georgia Deafblind Project. A methods course in deafblindness was developed and available to graduate students as well as Georgia Deafblind Educational Advisors, and interested teachers, and parents. Graduate students passed the course with grades ranging from A to B. Graduates of the program received state certification in Visual Impairments and Hearing Impairments and found employment where many of their students the majority found jobs working with students with deafblindness. All graduates served as Educational Advisors for the Deafblind Project.

Several presentations also occurred between the project and the university program, such as Dr. Maria Bove presentation on Van Dijk's method of communication, and McJannet's presentations on orientation and mobility. In addition, content regarding effective practices in deafblindness was placed into the graduate classes in Multiple and Severe Disabilities.

Stakeholders Committee on Deafblindness

The Georgia Deafblind Project has also been addressing issues of deafblindness through their Georgia Stakeholders meetings. Key personnel across the state serve on the Stakeholders Committee which met quarterly. Subcommittee action groups were formed and met on a more frequent basis. These subcommittee action groups are in the areas of: a) identification (including constructing a website, implementing Ushers statewide screening); b) transition (including coordination of transition efforts, improving areas in transition process); c) families (broadening services and information delivery), and d) deafblind awareness (including construction of a pamphlet). These groups have formed specific action plans and have made excellent progress towards achieving their goals. Closure has occurred on most key goals as of October (in the new grant cycle) and the work of this committee is continuing. This committee addresses local capacity issues and will continue as a statewide committee working in conjunction with the Georgia Deafblind Project.

Expanding Statewide Local Capacity and Technical Assistance

Other activities have occurred to expand technical assistance across the state.

1) Project staff met with the Greater Metro Vision consortium quarterly, and other vision consortiums throughout the state, to collaborate on training and best practices issues.

2) Project staff met with the Marcus Center medical director and staff to use the Georgia Deafblind Project as a vehicle for training pediatric and family practice interns and residents in family-focused care, through the use of home visitation and follow-up with parents.

3) The therapy coordinator was a member of the Personnel Preparation Committee of the Local/ State ICC Liaison Committee of the state ICC. This committee met monthly to provide input to the State ICC on preservice and inservice training needs for paraprofessionals and professionals working with young children with various disabilities in Georgia (including deafblindness).

4) Project staff met monthly with the state DOE vision consultant and pre-school consultant to plan the summer vision institutes and training, and discuss issues specific to deafblindness on a state level.

5) On-site technical assistance occurred through on-site visits, workshops and inservice training (as described in objectives below).

Products

Several products were developed and disseminated throughout the state (See Appendix C for samples):

1) 1999 Resource Directory. One of the areas of statewide need was having resources and information available for teachers, parents, and administrators specific to students with deafblindness. The Resource Directory contained a compilation of national and state organizations pertaining to infants, toddles, children and youth with deafblindness.

2) Georgia Deafblind Newsletter, "Sensory Connections". A newsletter was developed that provided specific information on deafblindness. The newsletter was constructed for teachers, administrations, and families, and had specific columns for parents, best practices, and training opportunities. The newsletter was distributed to approximately 400 individuals.

3) Position Statement on Early Vision Exams. The Georgia Deafblind Project constructed a multidisciplinary team of individuals (including ophthalmologists, audiologists, teachers, administrators, state department personnel) and wrote a position statement targeting children who are deaf. The position statement encourages early evaluation of deaf infants, toddlers, and children for possible visual impairments. This statement was disseminated and is planned to come out as a brochure in the next funding cycle.

4) Screening Protocol for Visual Impairments in Children who are Deaf/Hard of Hearing. A screening protocol was developed by the Georgia Deafblind Project and mutidisciplinary team of individuals. The protocol is being field tested (Fall 1999) and will be revised and disseminated (with statewide training).

5) Monograph "Wading Through Unknown Waters: Parent Perspectives on Children, Disabilities, and the Educational Process". This monograph is a series of 16 stories of families with disabilities acquired through 2 to 8 hour interviews with each family. The monograph not only provides experiences regarding finding out about the disability, early intervention, school, and transition, but provides recommendations to teachers working with students with disabilities. This product is in draft form at the end of the funding period and was completed later fall 1999.

6) An article, "Parents' Perceptions of Siblings' Interactions with their Brothers and Sisters who are Deaf-Blind" was a collaborative effort between Georgia State University and the Georgia Deafblind Project. This article was published in 1999 in JASH.

7) Articles in related Newsletters. The Georgia Deafblind Project has written several articles for related newsletters such as the "Bureau for Students with Multiple and Severe Disabilities" (which is aimed for teachers and administrators serving students and families with multiple disabilities) and the Special Needs Advocate (which is a newsletter for parents of children with disabilities).

8) Braille Assessment Checklist for Persons with Multiple Disabilities. A monograph was developed by the American Foundation of the Blind with the lead author being the coordinator of the Georgia Deafblind Project. Included in this monograph as was a section on braille considerations for students who are deafblind. This monograph is disseminated by the Deafblind Project and has been useful for students who are deafblind and learning braille.

OBJECTIVE 3. Provide Early Intervention Technical Assistance to children with deafblindness (birth to five years of age) and their families and service providers.

Early Intervention technical assistance occurred through the provision of home-based technical assistance services to an average of 34 families of children with deafblindness each year, for four years. Parent Advisors provided technical assistance to families at their homes on a weekly basis, utilizing the INSITE model. This type and quality of technical assistance is documented on weekly Technical Assistance Narrative Reports and IPPs (on file), as well as parent evaluations, project staff evaluation of advisors, technical assistance reports, and child change data. (See Appendix D for sample data).

On a yearly basis, the project sent out family satisfaction surveys to all families receiving technical assistance services through the program or whose children had graduated from the Parent Advisor program within the past year. This served to evaluate the program and was used as a needs assessment to determine further technical assistance. Over the grant period, the parents of the families gave the parent advisors high ratings, with parents rating their parent advisors with a typical mean of 9.6 out of a 10 point scale. Overall, parents rated parent advisors in the 90 percentile for always demonstrating appropriate knowledge, expertise, and implementation of expected competencies. (See Appendix D).

Each year, Parent Advisor Coordinator evaluated each Parent Advisor using the Parent Advisor Evaluations. Throughout the grant period, Parent Advisors demonstrated a high level of competency with the average means ranging from 3.6 to 4.1 out of a five point scale. (The few lower objectives were evaluated and addressed),

Each January, the early intervention coordinator reviewed the INSITE child-based evaluation data (done every 6 months utilizing the Callier-Azuza). This child change data was submitted each year to the INSITE project. The Summary Scores showed that there were gains exceeding the predicted scores in motor development (11.2), perceptual development (17.0), daily living (14.6), cognition/communication (10.5), and social development (12.4). (See Appendix D).

The project also sent out technical assistance surveys to all parent advisors on a yearly basis (Spring) in order to document the types and estimate the amount of technical assistance being provided to families and service providers by project staff throughout the year. These surveys also helped to assess program needs (e.g., equipment, materials, specific information areas) for further program planning. The Technical Assistance Summary Report completed by Parent Advisors on their activities shows numerous referrals, dissemination of information, and provision of technical assistance in the home (number in the hundreds). (See Appendix D for exact numbers of technical assistance provided in each category and subcategory.) Requests for printed material, media, books, curricula, adaptive equipment by parents and service providers from the loaner library occurred throughout the grant and were filled upon request. Requests were documented and recorded in a log.

Several trainings occurred targeting early intervention for students who are deafblind, besides the yearly training for parent advisors, and the workshop by Marie McKenzie and Anne McComiskey (described under Objective 1). Other activities included a workshop by the therapy coordinator to the Marcus Center respite caregivers on working with children with sensory and motor impairments. The Deafblind project staff also made presentations to Special Education graduate class at Georgia State University on Orientation in the deafblind population and positioning and handling techniques.

Several meetings with the Marcus Diagnostic Center of Emory University occurred to collaberate in locating, identifing, tracking and serving sensory impaired children and their families, statewide. From these discussion, a resident physician training program with the Marcus Center was begun, using home visits with parent and therapy advisors in the project to educate physicians in training about young children with sensory impairments and their families.

The project engaged in several activities to assist children transitioning from home/agency to agencies/school-based system. As children exited the home program, staff helped parents in the transition process by assisting them with options in the community (e.g., special education programs, head start, private day care programs, other agencies). Upon transitioning from the early intervention program (Part H) to the school program (or into Part B service options), the project contacted the parents and school to offer technical assistance. Technical assistance was provided as needed. The project assisted school staff with IFSP development and IEP development. Some early intervention/parent advisors were also the preschool special education teacher in the area and had the child as their student, which resulted in a very smooth transition.

OBJECTIVE 4. Provide Educational Technical Assistance to children with deafblindness (three through twenty-one) and their families and service providers.

Technical assistance occurred through training, on-site technical assistance, and collaborative efforts between the Georgia Deafblind project and targeted agencies and projects. Needs assessments over the four years showed that the top areas of need identified by teachers instructing students who are deafblind were: communication, adapted P.E., hearing impairments, assessment, inclusion, characteristics of deafblindness and identification, strategies for students who are deafblind and have multiple impairments, and MAPS/personal futures planning training. Many inservices, weekend retreats and summer institutes were designed to meet the identified needs of teachers.

Summer Institutes

Georgia Deafblind Summer Institutes occurred each summer for the four years of the grant. The 1996 Summer Institute focused on Hand in Hand training with Terry Rafalowski Welch presenting. Twenty-seven teachers participated in the training from around Georgia as well as neighboring states. Significant gains in knowledge were present between the pretest and posttest. The satisfaction form showed a high level of satisfaction with range of 4.55 to 4.72 on a five point Likert scale. Participants also filled out action plans after the presentation and 70% are implemented at this time. Several participants became Educational Advisors after this summer institute training to increase the number of Educational Advisors to twenty-two.

The 1997 Deafblind Summer Institute occurred through three weeks in July. This was a repeat of two years ago to train additional teachers in deafblindness and expand the number of Educational Advisors. Only the second week contained new information for the previously trained Educational Advisors. The first week covered Etiologies, Characteristics, Assessment and Teaching Methodologies by Dr. Heller with 15 participants. Pretest - Posttest showed significant knowledge learned with a mean score of 2.27 points on the pretest and 17.0 points on the posttest (out of a total score of 20). This week had an overall mean of 4.9 in satisfaction (out of a 5 point Likert scale) and overall mean of 4.9 in being able to implement some of the ideas that were presented. Week two was on nonsymbolic communication with Dr. Maria Bove. Forty two teachers attended this week with range of pretest post tests from mean 62 to mean 95. High levels of satisfaction were present with overall mean score of 4.8 and overall mean of 4.6 being able to implement some of the ideas that were presented. Week Three was on Technology, Inclusion, and Orientation and mobility with Ike Presley and Doug McJannet. Approximately 15 participants attended with a range of pretest posttests from 58 to 96. High levels of satisfaction were resented with overall mean score of 4.8 with overall 4.7 being able to implement some of the ideas that were presented. Participants also filled out action plans after the presentation and 70% are implemented at this time. Several participants became Educational Advisors after this summer institute training. Participation from other states also occurred (Tennessee, Wisconsin).

The Preschool Vision Institute was supported by the Georgia Deafblind Project and occured as an additional summer insitute for vision teachers and preschool teachers who taught children with visual impairments and deafblindness. The Vision Institute included information on assessment, adaptations, and programming considerations for this population. Pretest-Posttest scores showed significant knowledge learned with a pretest mean of 6.7 points and a posttest mean of 13.7 points (out of total 15 points). On the Satisfaction Form, an overall mean score of 4.6 was occurred on the overall quality of the inservice with a mean score of 4.6 on being able to implement some of the ideas presented.

The Summer Institute of 1998 was designed to provide specialized information on targeted areas of need. According to the needs assessments for that year, teachers wanted information on promoting play and physical education for students with deafblindness. Dr. Lauren Liebermann was the presenter for this conference. Incorporated into the retreat was communication considerations and orientation and mobility considerations. This received an overall score of 4.8. Pre-test/post test data showed increases in knowledge learned. During follow-up visits, most teachers were able to implement some aspect of the presentation in working with their students with deafblindness.

The Summer Institute of 1999 was designed to provide an overview of deafblindness and train addition teachers to become Educational Advisors. The first part of the Institute provided information on characteristics, assessment, instructional strategies and MAPS training, with an overall mean satisfaction score of 4.6 (out of a 5 point Likert scale). The second part of the institute provided information on communication methods, strategies for inclusion, and instructional strategies and received an overall score of 4.5 (out of a 5.0 scale). The third section dealt with orientation and mobility also received a high mean score of 4.6. Several participants planned to become Educational Advisors and follow-up training is being provided into the new grant period, as well as evaluation of Action Plans.

Two Institutes on transition were provided jointly between the Georgia Deafblind Project, State DHR and Helen Keller National Training Team in June and July of 1999. This institute provided information on etiology, orientation& mobility, team building skills, independent living skills, persona futures planning, case studies, family issues, communication, marketing, and future dreams and plans. High levels of satisfactions were present, as seen by the data in Appendix E. Further work in the area of transition is occurring into the next grant cycle.

Weekend Retreats

In the first year of the grant, a weekend retreat was provided January 26-27, 1996 in Atlanta on Orientation to Deafness and American Sign Language (including tactile signing for students who are deafblind). There were 36 participants, including teachers certified in severe mental retardation, vision impairments, and hearing impairments. There were also interpreters, graduate students, a nurse, a paramedic, and a parent of a child with deafblindness. Pretest-posttest showed knowledge learned and the satisfaction form showed high level of satisfaction (mean 6.9 on a 7 point Likert scale). A second weekend retreat was offered this grant year I n April 12 to 14, 1996, a weekend retreat was provided on American Sign Language and Orientation and Mobility in the southeast part of the state near the coast. There were twenty-five participants whose pretest-posttest showed knowledge learned and the satisfactory form showed a high level of satisfaction (mean of 6.8 on a 7 point Likert scale). (Data in Appendix F).

In the second year of the grant, a fall weekend retreat (November, 1996) was offered on Adapted Physical Education for students with sensory impairments and featured Dr. Lieberman. Twenty-nine teachers, physical education instructors, related service personnel and parents attended. Pretest-posttest showed significant gains and there was a high level of satisfaction range 4.24 to 4.70 on a five point Likert scale. Follow up showed more appropriate adaptations in physical education for students who are deafblind. The second weekend retreat for the grant year was offered in March, 1997 and was provided by Dr. Teresa Taber and Dr. Maria Bove on Transition/MAPS training. Twenty teachers and parents attended from around Georgia with significant gains made on the pretest and posttest. There was a high level of satisfaction ranging from 5.0 to 4.87 (out of a 5 point Likert scale). Several teachers implemented partial or complete MAPS sessions with their students and families as a result of this training.

In the third year of the grant, the fall weekend retreat (November, 11-12, 1997) was on Hearing and Vestibular Disorders in Deaf-Blindness by James W. Thelin. This inservice was in response to an identified need on more information on hearing losses and learning practical information on maximizing student's use of hearing aids on other listening systems. Forty six people attended this retreat with pretest posttest showing knowledge gained with pretest mean of 50 and posttest mean of 90 (out of 100 points). Satisfaction forms showed an overall score of 4.8 for quality of the inservice. For the spring the this grant year, a regional spring retreat (1998) occurred in conjunction with South Carolina Deafblind Project and North Carolina Deafblind Project on the area of Usher's Syndrome. This information assisted with the development of Georgia's Screening Protocol and received high satisfaction across all three states.

In the fourth year of the grant, the fall weekend retreat was offered in November 1998 on Personal Futures Planning, MAPS, and Early Transition received a high level of satisfaction with an overall mean of 6.8 (out of 7 point scale). Participants of this workshop were provided support and on-site technical assistance to help promote effective transition of students between home and school based programs. Another retreat that winter occurred in December on Orientation and Mobility and received a high mean score of 5.0. The spring weekend retreat was provided in orientation an mobility by Dr. Joffee and had high evaluations (mean 4.8).

Additional Inservices and Trainings

Other inservices have occurred throughout the state during all four years of the grant. Each year, the Georgia Deafblind Project was invited to do collaborative trainings with the Bureau for Multiple and Severe Disabilities. These tended to be two day trainings on assessment, instructional strategies, and adaptations for students with deafblindness and the second one was on orientation and mobility techniques for students with deafblindness. These training had a high level of satisfaction (See sample data).

Each year, several inservices are provided to school districts requesting information on specific areas. For example, inservices were given in Bibb county on communication and orientation and mobility, in Gilmer county on communication and adapted travel devices (such as adapted canes and electronic mobility devices), in Dahlonega on orientation and deafblindness, in Valdosta on teaching strategies and orientation and mobility for students with deafblindness, and at the Atlanta Area School for the Deaf on Learning Media Assessment for students who are deafblind. These inservices are given in conjunction with classroom based technical assistance. Other inservices have been given on specific information on teaching and assessing student with deafblindness (educationally and behaviorally) in such locations as Grantville (twice), Franklin, Warm Springs State Rehabilitation, SNIP Program, Gwinnett County, and Monticello. Presentations are also routinely made at AER state conference, State Rehab. Conference, Kiwanis Parent conference, and State Vision Teacher conference. Data in all cases indicate high levels of satisfaction and knowledge learned.

On-Site Technical Assistance

Technical assistance was provided throughout the state by project staff and Educational Advisors. A technical assistance log is made each year to highlight some of the project activities and results. As seen in Appendix F, there has been a high level of activity and successful implementation of the majority of these activities. In addition, The Georgia Deafblind Project has worked in collaboration with the State System Change Grant to bring about appropriate inclusion for students with deafblindness and address behavioral needs. This has been a successful joint endeavor. Transition has also been a focus of the project as well as addressing behavior problems through the development of transdisciplinary teams. Both of these last issues have been addressed through the Stakeholders to develop statewide impact, as well as specific trainings, and on-site consultations.

In addition, educational advisors were active in making referrals, discussing the project with others, giving inservices, and serving as demonstration sites. Over the four years, educational advisors: a) assisted in identification efforts by checking classrooms in their schools/counties for students with deafblindness, identified five new students, and located additional information for the census, b) assisted with referrals to other organizations or individuals, c) provided their classrooms (or itinerate teaching locations) as observation sites for fifteen individuals to learn more about deafblindness, d) served as practicum site teachers (3 educational advisors) for graduate students in deafblindness or visual impairments, e) wrote newsletter articles on some aspect of deafblindness (see the Special Needs Advocate & Bureau Newsletter), f) provided eight inservices pertaining to deafblindness, g) included deafblind information as part of regional and state meetings, and h) served on Stakeholders Meetings (3 Educational Advisors).

OBJECTIVE 5. Provide technical assistance in Related Service Areas to children with deafblindness (birth through twenty-one) and their families and service providers.

Technical assistance was provided in the related service area through home-based technical assistance services to approximately 20 families of children with deafblindness each year. Therapy Advisors provided technical assistance to families at their homes on twice a month, utilizing the INSITE model. This type and quality of technical assistance is documented on weekly Technical Assistance Narrative Reports and IPPs (on file), as well as parent evaluations, project staff evaluation of therapy advisors, technical assistance reports, and child change data. (See Appendix D for sample data).

On a yearly basis, the program sent out family satisfaction surveys to all families currently receiving technical assistance services through the program or whose children have graduated from the program within the past year. This served to evaluate the program and was also used as a needs assessment to determine further technical assistance needs. Each year, families reported a high level of satisfaction with therapy consultants with typical mean scores of 9.7 (out of 10 point scale) on quality of skill. Overall, parents rated therapy advisors in the 90 percentile for always demonstrating appropriate knowledge, expertise, and implementation of expected competencies. (See Parent Evaluation of Therapy Advisor Data sheet for individual scores).

The PT/OT Evaluations showed a high quality of technical assistance each year with a typical mean of 4.27 on a 5 point scale with 5 being excellent. (Low scores are currently under investigation and remediation.) The Therapy Coordinator continues to make home visits to supervise therapy advisors and provide technical assistance to families of children with deafblindness who have motor delays or additional physical disabilities.

The project also sends out technical assistance surveys to all therapy advisors on a yearly basis in order to document the types and estimate the amount of technical assistance being provided to families and service providers by project staff throughout the year. These surveys also help to assess program needs (e.g., equipment, materials, specific topical areas) for further program planning. The results are included in the Advisor surveys in Appendix D).

Each January, the early intervention coordinator reviews the INSITE child-based evaluation data (done every 6 months utilizing the Callier-Azuza). This child change data is submitted each year to the INSITE project. The Summary Scores showed that there were gains exceeding the predicted scores in motor development (11.2), perceptual development (17.0), daily living (14.6), cognition/communication (10.5), and social development (12.4). (See Appendix D).

OBJECTIVE 6. Provide technical assistance specifically to families and caregivers of children with deafblindness

As discussed under earlier objectives, technical assistance was provided to families on an ongoing basis. Children birth to three received home based technical assistance on a weekly basis from parent advisors and services from therapy advisors at least two times a month (for those requiring therapy advisors). Parents received on site technical assistance as requested for school age children through school and home visits, information dissemination, and referral. Also, family members of children and youth with deafblindness used the loaner bank for books, videotapes, adapted toys, and therapy equipment. Requests for printed material, media, books, curricula, adaptive equipment, were filled, and were documented and recorded in a log. Families were referred to other resources and support services as needed. Every year, parents were sent by the project to major conferences on deafblindness (such as Hilton-Perkins, CHARGE conference, and NTAC conferences). Parents returned and shared their information with others through presentations and networking

The Georgia Deafblind Project co-sponsored the GA PINES annual statewide parent workshop held in Athens every fall. Parents are typically on the initial planning committee for this workshop and the parents needs assessment were taken into account to plan sessions. This statewide parent workshop typically has an average of 90 to 100 parents, 15 to 20 professionals, 10 exhibitors and 17 presenters participated in the workshop, which covered various parent-selected topics on early intervention and sensory impairments. During the workshop, the parents were surveyed for future topics of interest and completed satisfaction forms of the conference as a whole, as well as by sessions. The conference as a whole received very high ratings every year, with individual workshop sessions a typical overall mean of 3.6 for all presentation (out of a four point scale with 4 being excellent). (See sample data in Appendix G).

Parents were invited to join the weekend retreats and summer institutes, in addition to specific parent trainings. Some trainings targeting parents include topics on teaming to provide services, vision/motor strand, hearing strand, adaptations for young children, sensory integration for young children, hearing aids, and transition to school. These inservices typically have levels of satisfaction, ranging from 3.1 to 3.9.

The Georgia Deafblind staff also made presentations to parents groups and formed parent activities. A parent group was formed at the regional demonstration site with parent training and social get togethers, dissemination of information, and the creation of a parent newsletter. Networking has occurred between the parents. Lynn McFarland also did a talk to the Ga. Kiwani Club regarding deafblindness. Parents attended training retreats and institutes as well as participated in them. Parents were sent to the CHARGE conference and the national deafblind conference and presented on information learned at these conferences during our weekend retreats. Further support for parents and consumers included sponsoring the annual Georgia Deafblind Awareness Event which brought over 100 parents of children with deafblindness, consumers who are deafblind, and professionals in deafblindness together. Collaborative efforts occurred with the new Georgia Ushers Group which was formed in 1997. Throughout the four years, six to fifteen parents were active Family Advisors for the Deafblind Project and provided support and resources to other parents.

The Georgia Deafblind Project and the subcommittee action group on Families met on a regular basis (four times each year) to obtain input from parents of children with deafblindness, consumers of services and other experts in the field of deafblindness. This resulted in further planning of a state chapter of NFADB and increased support for siblings who have brothers or sisters who are deafblind.

V. PROBLEMS ENCOUNTERED

Three changes occurred in the grant. The first change was the use of a parent specialist consultant. One of the areas addressed by our on-site review was the need to have a parent closely associated with the grant to coordinate and implement some activities specifically dealing with parents. The Project had long desired to place a parent in a leadership position over matters concerning family issues. The position of parent specialist was created and was served by two different parents over the grant period, Toni Shackelford and Deborah Harris. Job responsibilities included: 1) chair the Georgia Deafblind Advisory Committee, 2) chair the Georgia Stakeholders Committee, 3) chair subcommittee on family issues, 4) act as interim president of the family group, 4) assist in planning summer functions for children with deafblindness and their families, 5) assist in planning the October workshops for parents of school-aged children to be held in conjunction with the Georgia PINES/INSITE workshop, 6) assist in planning parent functions, 7) assist with transition coordination by talking with parents transitioning from INSITE model to school-age technical assistance model, as well as parents new to the Georgia Deafblind Project, and 8) continue to serve as a Family Advisor. This role strengthened the project and fulfilled the recommendations made by the on-site review. A permanent parent position was created for the new grant cycle.

The second change dealt with the use of a demonstration site consultant. A demonstration site consultant was found to be unnecessary due to the ability of project staff to provide the needed expertise. This allowed money to be available for the new Family Specialist consultant and for interpreting services needed during the retreats and inservices. Demonstration sites also utilized a regional concept rather than diverse sites across the state since this has provided more support to the area (greater quantity of parents, teachers, and related service receiving technical assistance in adjacent sites that allow for greater interaction between them).

VI. IMPLICATIONS FOR POLICY, PRACTICE, & RESEARCH

There are several implications for policy, practice, and research that can be made by the Georgia Deafblind Project. First, it has become apparent that due to teachers moving and leaving the field, it is important to train teachers to serve as consultants and resources on a regional level to assure some continuity of expertise. This project carefully reviewed existing models of effective technical assistance delivery and implemented a train-the trainer model. However, this project has seen regional trainers and back-up personnel leave the local area, resulting in little expertise in the area of deafblindess, where there had been ample expertise in the past. This points to the continued need for the Deafblind Projects to provide technical assistance. Although the Georgia Deafblind Project is able to train new personnel in the local area to provide effective technical assistance, further research is needed on alternate delivery models demonstrating the establishment of an effective framework of expertise in rural areas pertaining to low-incidence disabilities.

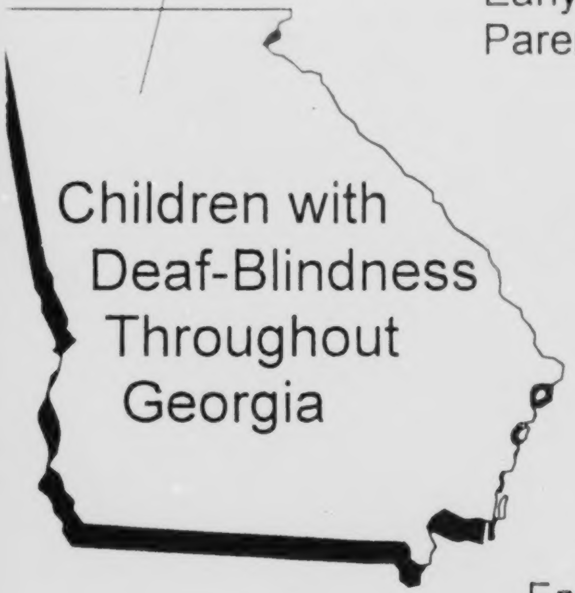
The state of Georgia is unique in its training of physical and occupational therapists to provide technical assistance using the INSITE model. The utilization of physical and occupational therapist has been found to be very effective in this state through their twice a month in-home consultation with families of children who are deafblind, birth to five years of age. The Georgia Deafblind Project would like to see further replication of this practice in other states.

The integration of information on deafblindness into graduate programs addressing multiple and severe disabilities has been found to increase teacher's knowledge and skills and make them more capable when they have students who are deafblind. This project would like to see more integration of this unique content area within these programs throughout the country.

APPENDIX A

ADVISOR PROGRAM CHART
SAMPLE PARENT ADVISOR TRAINING DATA
SAMPLE THERAPY ADVISOR TRAINING DATA

Deaf-Blind Technical Assistance Advisor Program



Children with Deaf-Blindness Throughout Georgia

Educational Advisors

TA Targets:	Children with deaf-blindness 3 - 21 Teachers School personnel Families
TA Focus:	Education of students with deaf-blindness

Early Intervention / Parent Advisors

TA Targets:	Children with deaf-blindness birth - 5 Families Preschool teachers Service providers Early Intervention Personnel
TA Focus:	Early intervention targeting family needs

Therapy Advisors

TA Targets:	Children with deaf-blindness birth - 21 OT and PT Families Service providers
TA Focus:	Integration of related services across envirnoments

Family Advisors

TA Targets:	Children with deaf-blindness birth - 21 Families Service provides
TA Focus:	Parents working with parents to provide information, assistance and support

INSITE Traning Pre-Test
Jul-99

25 Evaluations	Slightly Knowledgable 1	2	3	4	Very Knowledgable 5	Mean
Partnership between parents and professionals in early home program	1	2	9	7	6	3.6
Rationale for working with families of infants in home environment	1	4	1	16	3	3.64
Complete INSITE home intervention program with multidisability sensory impairments	18	8	4			1.533333333
Who is the young child with multidisability sensory impairment for whom INSITE is designed; what are the special needs of the child and family	2	10	8	4	1	2.68
How do sensory impairments impact learning and development	1	2	11	9	3	3.423076923
Role and characteristics of an effective parent advisor	1	9	10	5		2.76
Issues in working with the family(values, cultural background, stress, mourning)	1	4	7	9	4	3.44
Issues in gathering information from families on their resources, concerns, and priorities	1	7	8	8	2	3.115384615

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Purpose and features of an INSITE home visit	5	11	4	5		2.36
How the INSITE developmental checklist is used in a home visit program	14	7	4			1.6
Aspects of communication and bonding affected by a multidisability sensory impairment	1	6	11	6	1	3
What are signals, cues, gestures, and coactive sign	2	8	9	5	1	2.8
The importance of touch and tactile activites	1	2	8	11	3	3.52
Motor impairments-what they are and how they are addressed in home based program; positioning and handling, working with therapists	2	4	15	3	2	2.961538462
Addressing daily care needs of the child	1	5	12	3	3	3.083333333
Hearing and hearing aids	7	7	3	6	1	2.458333333
Early auditory development and training	8	4	7	5		2.375
Vision impariments, their implications and treatment	4	12	5	1	3	2.48
Early visual development and vision training	7	10	4	1	3	2.32
Early development of orientatitation and mobility	4	11	8		3	2.5
Early cognitive development	1	3	13	6	3	3.269230769
Value of collecting and reporting demographic and child/parent progress data	1	5	12	7	1	3.076923077

How to work in partnership relationship with families in home environment meet the needs of a very young child with a disability	2	7	8	8	1	2.961538462
How to gather information from the family in a senstitive and respectful manner on its resources, concerns, and priorities	2	3	7	13		3.24
How to help family set relevant goals and implement them in an integrative manner	2	4	9	9	1	3.12
How to plan and carry out an effective home visit	4	7	3	9	2	2.92
Helping families develop an environment that fosters child/family communication appropriate to the child's level.	2	6	7	4	1	2.8
Helping Families develop comunication appropriate to the child's level	2	7	9	6	1	2.88
Helping families manage the child's hearing aids	10	8	2	4	1	2.12
Helping families facilitate the child's optimal development of auditory functioning	8	9	3	5		2.2
Helping families facilitate the child's development of visual functioning	7	9	4	4	1	2.32

Helping families facilitate skill developmnet in orientation and mobility	4	10	8	3	1	2.5
Helping families facilitate the child's cognitive development through play	2	1	14	7	1	3.16
Helping families use appropriate positioning and handling throughout daily routines and activities	2	9	9	5		2.68
Helping families facilitate child's advancement in developmental areas such as gross/fine motor, self care, social and tactile	1	4	10	8	2	3.24
Individualizing plans and activities with specific families and children	1	5	9	9	1	3.16
Enhancing the family's own ability to find and use support services and resources		9	9	6	1	2.96
How to collect and report demostraphic and child/parent progress data	3	5	12	4	1	2.8
Using the INSITE developmental checklist with families to assess development	11	12	2			1.64

INSITE Training Post-Test
Jul-99

29 Evaluations	Slightly Knowledgable 1	2	3	4	Very Knowledgable 5	Mean
Partnership between parents and professionals in early home program	0	1	0	5	22	4.714285714
Rationale for working with families of infants in home environment	0	0	1	5	23	4.75862069
Complete INSITE home intervention program with multidisability sensory impairments	0	1	5	14	8	4.035714286
Who is the young child with multidisability sensory impairment for whom INSITE is designed; what are the special needs of the child and family	0	0	3	8	19	4.533333333
How do sensory impairments impact learning and development	0	1	1	9	18	4.517241379
Role and characteristics of an effective parent advisor	0	1	0	10	18	4.551724138
Issues in working with the family(values, cultural background, stress, mourning)	1	0	1	8	19	4.517241379
Issues in gathering information from families on their resources, concerns, and priorities	1	0	1	12	15	4.379310345
Purpose and features of an INSITE home visit	0	1	1	11	16	4.448275862

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How the INSITE developmental checklist is used in a home visit program	0	1	1	17	10	4.24137931
Aspects of communication and bonding affected by a multidisability sensory impairment	0	1	1	8	19	4.551724138
What are signals, cues, gestures, and coactive sign	0	0	5	10	19	4.411764706
The importance of touch and tactile activites	1	0	2	4	22	4.586206897
Motor impairments-what they are and how they are addressed in home based program; positioning and handling, working with therapists	1	0	2	17	9	4.137931034
Addressing daily care needs of the child	1	0	3	13	12	4.206896552
Hearing and hearing aids	1	0	7	13	9	3.966666667
Early auditory development and training	0	0	8	11	10	4.068965517
Vision impariments, their implications and treatment	1	0	5	14	9	4.034482759
Early visual development and vision training	0	1	8	12	8	3.931034483
Early development of orientatitation and mobility	0	1	9	12	7	3.862068966
Early cognitive development	1	0	4	9	15	4.275862069
Value of collecting and reporting demographic and child/parent progress data	0	0	2	11	16	4.482758621

How to work in partnership relationship with families in home environment meet the needs of a very young child with a disability	0	0	1	13	15	4.482758621
How to gather information from the family in a senstitive and respectful manner on its resources, concerns, and priorities	0	0	1	8	20	4.655172414
How to help family set relevant goals and implement them in an integrative manner	0	1	2	15	11	4.24137931
How to plan and carry out an effective home visit	0	0	2	13	14	4.413793103
Helping families develop an environment that fosters child/family communication appropriate to the child's level.	0	1	1	11	16	4.448275862
Helping Families develop comunication appropriate to the child's level	0	1	1	14	12	4.321428571
Helping families manage the child's hearing aids	0	0	3	18	8	4.172413793
Helping families facilitate the child's optimal development of auditory functioning	0	0	5	14	10	4.172413793
Helping families facilitate the child's development of visual functioning	0	1	5	15	8	4.034482759
Helping families facilitate skill developmnet in orientation and mobility	0	3	9	11	6	3.689655172

Helping families facilitate the child's cognitive development through play	0	1	3	11	13	4.285714286
Helping families use appropriate positioning and handling throughout daily routines and activities	0	0	5	11	13	4.275862069
Helping families facilitate child's advancement in developmental areas such as gross/fine motor, self care, social and tactile	0	0	2	11	16	4.482758621
Individualizing plans and activities with specific families and children	1	0	1	12	15	4.379310345
Enhancing the family's own ability to find and use support services and resources	1	0	2	13	13	4.275862069
How to collect and report demostraphic and child/parent progress data	0	1	5	19	14	4.179487179
Using the INSITE developmental checklist with families to assess development	0	0	3	14	11	4.285714286

Ga PINES Therapy Consultant Training Pre-Test
Jul-99

35 Evaluations	Slightly Knowledgable 1	2	3	4	Very Knowledgable 5	Mean
Partnership between parents and professionals in early home program	1	3	6	21	4	3.685714286
Rationale for working with families of infants in home environment	0	2	8	21	4	3.771428571
Complete INSITE home intervention program with multidisability sensory impairments	23	8	2	1	0	1.441176471
Who is the young child with multidisability sensory impairment for whom INSITE is designed; what are the special needs of the child and family	10	15	8	2	0	2.057142857
How do sensory impairments impact learning and development	2	5	15	10	3	3.2
Role and characteristics of an effective parent advisor	13	11	7	3	1	2.085714286
Issues in working with the family(values, cultural background, stress, mourning)	3	5	15	10	2	3.085714286
Issues in gathering information from families on their resources, concerns, and priorities	4	4	12	9	1	2.966666667

BEST COPY AVAILABLE

Purpose and features of an INSITE home visit	23	8	3	1	0	1.485714286
How the INSITE developmental checklist is used in a home visit program	27	6	2	0	0	1.285714286
Aspects of communication and bonding affected by a multidisability sensory impairment	3	17	9	6	1	2.583333333
What are signals, cues, gestures, and coactive sign	8	12	7	8	0	2.428571429
The importance of touch and tactile activites	1	5	10	17	3	3.444444444
Motor impairments-what they are and how they are addressed in home based program; positioning and handling, working with therapists	0	3	9	14	9	3.828571429
Addressing daily care needs of the child	2	4	12	13	4	3.371428571
Hearing and hearing aids	16	14	5	0	0	1.685714286
Early auditory development and training	20	10	5	0	0	1.571428571
Vision impariments, their implications and treatment	11	13	9	3	0	2.111111111
Early visual development and vision training	15	13	6	1	0	1.8
Early development of orientatitation and mobility	10	14	8	3	1	2.194444444
Early cognitive development	6	7	14	6	3	2.805555556
Value of collecting and reporting demographic and child/parent progress data	9	10	9	7	1	2.472222222

How to work in partnership relationship with families in home environment meet the needs of a very young child with a disability	0	8	10	14	1	3.242424242
How to gather information from the family in a senstitive and respectful manner on its resources, concerns, and priorities	0	5	13	12	4	3.441176471
How to help family set relevant goals and implement them in an integrative manner	2	5	11	15	1	3.235294118
How to plan and carry out an effective home visit	2	9	7	9	6	3.242424242
Helping families develop an environment that fosters child/family communication appropriate to the child's level.	0	7	18	9	0	3.058823529
Helping Families develop comunication appropriate to the child's level	4	12	12	7	0	2.628571429
Helping families manage the child's hearing aids	25	7	0	0	0	1.21875
Helping families facilitate the child's optimal development of auditory functioning	23	9	1	1	0	1.411764706
Helping families facilitate the child's development of visual functioning	12	16	5	0	0	1.787878788

Helping families facilitate skill developmnet in orientation and mobility	9	9	11	3	1	2.333333333
Helping families facilitate the child's cognitive development through play	2	10	11	8	3	3
Helping families use appropriate positioning and handling throughout daily routines and activities	1	2	10	15	4	3.59375
Helping families facilitate child's advancement in developmental areas such as gross/fine motor, self care, social and tactile	1	4	9	15	3	3.46875
Individualizing plans and activities with specific families and children	1	4	7	15	4	3.548387097
Enhancing the family's own ability to find and use support services and resources	3	10	11	8	0	2.75
How to collect and report demostraphic and child/parent progress data	9	12	7	4	0	2.1875
Using the INSITE developmental checklist with families to assess development	27	7	0	0	0	1.205882353

Ga. PINES Therapy Consultant Training Post-Test
Jul-99

35 Evaluations	Slightly Knowledgable 1	2	3	4	Very Knowledgable 5	Mean
Partnership between parents and professionals in early home program	0	0	0	18	16	4.470588235
Rationale for working with families of infants in home environment	0	0	0	17	18	4.514285714
Complete INSITE home intervention program with multidisability sensory impairments	0	3	14	14	4	3.542857143
Who is the young child with multidisability sensory impairment for whom INSITE is designed; what are the special needs of the child and family	0	1	3	20	11	4.171428571
How do sensory impairments impact learning and development	0	0	1	18	16	4.428571429
Role and characteristics of an effective parent advisor	0	0	4	22	9	4.142857143
Issues in working with the family(values, cultural background, stress, mourning)	0	0	3	18	15	4.333333333
Issues in gathering information from families on their resources, concerns, and priorities	0	0	4	24	7	4.085714286
Purpose and features of an INSITE home visit	0	1	10	17	7	3.857142857

BEST COPY AVAILABLE

How the INSITE developmental checklist is used in a home visit program	0	0	16	15	4	3.657142857
Aspects of communication and bonding affected by a multidisability sensory impairment	0	0	3	19	13	4.285714286
What are signals, cues, gestures, and coactive sign	0	1	3	16	15	4.285714286
The importance of touch and tactile activites	0	0	0	13	22	4.628571429
Motor impairments-what they are and how they are addressed in home based program; positioning and handling, working with therapists	0	0	0	8	27	4.771428571
Addressing daily care needs of the child	0	0	1	19	15	4.4
Hearing and hearing aids	0	1	9	19	5	3.823529412
Early auditory development and training	1	0	14	18	2	3.571428571
Vision impariments, their implications and treatment	0	0	8	18	4	3.866666667
Early visual development and vision training	0	1	10	20	4	3.771428571
Early development of orientatitation and mobility	0	1	10	17	6	3.823529412
Early cognitive development	0	0	9	17	9	4
Value of collecting and reporting demographic and child/parent progress data	0	1	5	19	10	4.085714286

How to work in partnership relationship with families in home environment meet the needs of a very young child with a disability	0	0	0	16	17	4.515151515
How to gather information from the family in a senstitive and respectful manner on its resources, concerns, and priorities	0	0	0	17	17	4.5
How to help family set relevant goals and implement them in an integrative manner	0	0	1	20	13	4.352941176
How to plan and carry out an effective home visit	0	0	2	16	15	4.393939394
Helping families develop an environment that fosters child/family communication appropriate to the child's level.	0	0	1	23	10	4.264705882
Helping Families develop comunication appropriate to the child's level	0	0	6	18	10	4.117647059
Helping families manage the child's hearing aids	0	2	13	14	5	3.647058824
Helping families facilitate the child's optimal development of auditory functioning	0	1	11	18	2	3.65625
Helping families facilitate the child's development of visual functioning	0	1	8	19	6	3.882352941
Helping families facilitate skill developmnet in orientation and mobility	0	1	7	18	8	3.970588235

Helping families facilitate the child's cognitive development through play	0	0	2	20	12	4.294117647
Helping families use appropriate positioning and handling throughout daily routines and activities	0	0	1	12	22	4.6
Helping families facilitate child's advancement in developmental areas such as gross/fine motor, self care, social and tactile	0	0	0	14	20	4.588235294
Individualizing plans and activities with specific families and children	0	0	2	16	16	4.411764706
Enhancing the family's own ability to find and use support services and resources	0	0	5	20	9	4.117647059
How to collect and report demostraphic and child/parent progress data	0	0	8	21	5	3.911764706
Using the INSITE developmental checklist with families to assess development	0	3	9	18	4	3.676470588

Summary of Evaluation Results for Ga. PINES Therapy Consultant Training 1999
33 Total Participants

Evaluation of On-site Workshops

Name of Workshop Ga. PINES Therapy Consultant Training Location Simpsonwood

Dates 7/22-7/24/99 Instructor P. Forney, L. McFarland, L. Lasker, P. Alexander

Student ID# ______________ (last 4 digits of social security #)

Evaluation of the Workshop

Did the W/S generally meet your expectations Yes 33 No 0

Comment

How do you rate the overall workshop	Lowest				Highest	Average
Length of Workshop Comment	1	2	3	4	5	4.09
Teaching Materials/handouts	1	2	3	4	5	4.67
Videos and other Media	1	2	3	4	5	4.61
Geographic Location	1	2	3	4	5	4.39
Facilities	1	2	3	4	5	4.61
Did you receive information about the workshop before you arrived	1	2	3	4	5	4.76
Practical application of content	1	2	3	4	5	4.70
Overall I would rate this workshop	1	2	3	4	5	4.70

What I liked Best
Comment (see attached sheet)

What I liked least
Comment (see attached sheet)

Overall evaluation of the instructor:

Circle one. My instructor was:	zzzzzz	Okay	Terrific	Awesome!
	0	0	17	16

Please rate the instructor in the following areas:

	Lowest				Highest	Average
Knowledge of subject	1	2	3	4	5	4.85
Preparedness	1	2	3	4	5	4.88
Manner of presentation	1	2	3	4	5	4.85
Clarity and understandability	1	2	3	4	5	4.79
Encouraging student participation	1	2	3	4	5	4.82
Responsiveness to questions/needs	1	2	3	4	5	4.94
Fairness	1	2	3	4	5	4.91

What do you like about the instructor? (see attached sheet)

How can this instructor be more effective? (see attached sheet)

What additional topics would you like covered in subsequent Ga. PINES parent advisor workshops? (see attached sheet)

Ga. PINES Therapy Consultant Training 1999
Summary of Evaluation Results Comments

Length of Workshop

Workshop was very well-organized, good to have practica along with lectures
Information could have been condensed more
A lot of information, but presented at therapists' level and condensed well
Could use more time (one more day)
Make two days instead of three

What I liked best

Lectures followed handout notebook
Nice facilities
Videos and group activities
Activities simulating sensory loss made me more sensitive to children's disabilities
Presenters were great and very approachable
Ideas to incorporate auditory and visual awareness into treatment of children
Opportunities to learn in cooperative environment (with teachers and families)
Well organized!!
Learning about vision and hearing loss which I was not familiar with before
Handouts extensive and self-explanatory
Very informative and geared to practical application
Practicum with families at end of workshop and focus on team planning
The fast pace and variety of activities
"Parking lot" for questions kept group on track
Information on visual toys, tactile cues and waiting for delayed responses
Presenters covered all the learning styles

What I liked least

Cold in room
Too much anatomy of ear and eye
Room crowded
Last part of workshop with families could have been organized better
Length of workshop
Hearing information – needed more info on how to properly present sounds at different frequencies and intensities
Some info presented had no handouts
Would have liked to work with parent advisors more
Needed more practical application
Participants talking among themselves too much
At times getting off schedule and running late
The location

What do you like about the instructors?

Instructors very personable and supportive of the participants and each other
All instructors aided in the overall learning –GREAT INFO!
Very knowledgeable of subject matter and dynamic presenters
Friendly, organized, helpful, supportive and very knowledgeable about programs
Very helpful when addressing questions
I was glad to see someone say that there is no real "cookbook" answer, you must adapt to children as you go
Spoke concisely and well-spoken
Organized, complete, thorough, responsive to questions, informative, approachable, receptive to participants, committed to providing the best services to children/families
Great motivators
Use of various instructors to present in their areas of expertise
Wealth of info, knowledge and experience
Concern for audience understanding of the material
Enthusiasm for their jobs and compassion for the families and children
Patience with audience questions and comments
Lots of useful information and examples

How can these instructors be more effective?

Make sure to have handouts and overheads prior to group presentation
Give us more chocolate candy
May need workshop to be longer to soak in all the info
Did a great job!
Refer to handout book more to inform participants where they were
Even more hands on and incorporation of knowledge into lesson plans, etc.
More videos of actual kids and visits
Clarify more what is expected of OT/PT versus PA and coordination of areas of focus

What additional topics would you like covered in subsequent Ga. PINES workshops?

Infant massage
SI/NDT techniques
Feeding
More treatment techniques/ideas
Longer time on vision
Vestibular input and visually impaired children
Simple sign language communication
More work with parent advisors and therapists together
Orientation and mobility

GA. PINES WORKSHOP EVALUATION
INSITE Training 1999
29 Participants

1. Compared to other workshops I have attended, this workshop is in the:

(1) Top 10% (2) Top 25% (3) Bottom 25% (4) Bottom 10% Mid 50%
14 12 2 0 1

2. The stated workshop objectives corresponded closely to what has actually been done:

(1) Agree (2) Disagree (3) Don't know
27 1 1

3. Compared to the instructional staff of other programs, I would rate the instructional staff of this program as being in the:

(1) Top 10% (2) Top 25% (3) Bottom 25% (4) Bottom 10%
17 9 1 0

4. Did this program actually meet your expectations? Yes No
25 2

5. Would you recommend this program to a colleague? Yes No
27 2

6. Did you have enough information about this program before you arrived? Yes No
19 10

7. If the answer to #6 is no, please circle the item for which you required additional information.

(1) Registration (2) Lodging/Food Services (3) Location/Facility
0 2 1
(4) Content (5) Other Contracts 1, Money 1
8

8. If I had a choice, I would/would not (circle one) take a program from these instructors again because: would 24 would not 1 (depending on which instructor)
(see attached sheet for comments)

9. I feel adequately prepared to apply the subjects covered:

(1) Agree (2) Disagree (3) Don't know
20 5 3

10. What were the best aspects about this workshop (facilities, audio-visuals, scheduling, etc.)? (see attached sheet)

11. Describe the most valuable instructional ideas that you received from attending this workshop. (see attached sheet)

12. How could this same program be improved when it is offered to new parent advisors? (see attached sheet)

13. What additional topics would you like covered in subsequent Ga. PINES parent advisor workshops? (see attached sheet)

INSITE Training 1999
Summary of Evaluation Results Comments

If I had a choice, I would/would not take a program from these instructors again because:

They did their best to work with the trainees with the time that they had
They were very knowledgeable and related their own experiences in an applicable manner
They were organized and very informative
I can tell that they are all very committed and compassionate people – dedicated to these children!!
They are knowledgeable in their fields
I gained valuable knowledge
Depends on which instructor
I felt that they were very knowledgeable and easily adapted to the trainees needs/interests
They have an array of expertise and experience and knowledge
They obviously have much knowledge but need to go more into how to work with the children versus etiology of impairments

What were the best aspects of this workshop?

Hands-on activities and the practicum with families
Too many to list!
Audio-visuals and presenters
Exercises/practica
Instructors were knowledgeable –all aspects of the workshop were appropriate for presentation of subject matter
The simulation activities, especially vision
Facilities
Great feedback, great instructors
Breakout sessions were helpful
Information presented
Food
Visual/hearing information
Guest speakers were interesting, their experience invaluable
Having the ability to spend time with other professionals concerned with early intervention was invigorating
The amount of information
Trainers who also work as Pas
Having resources available after hours
Pati Alexander presented information I did not know in an interesting way

Describe the most valuable instructional ideas that you received from attending this workshop.

Creativity, caring, patience and persistence
What actually to do when working with families
Importance of positive team effort with family – encouraging families to contribute their ideas in decisions about planning activities
Hands-on and visual toys
All information on vision/hearing – the opportunity to view devices, toys, etc. offered wonderful ideas
Over-all knowledge and expectations
Making toys
I learned more about disabilities than I ever learned in college
PT and visual info super
Pati's information
"If you don't know, find out"
Hands-on demos and videos
Watching role plays (parent/parent advisor)
Too many!
Using manuals, understanding forms
Videos and having families come in
A better understanding of how children wit hearing and vision impairments relate to their surroundings and how the experience affects their life
Attention to delayed responses
Vision testing and stimulation
Characteristics of the child with cortical visual impairment
Auditory, PT, VI
Cues prior to moving, feeding, positioning
That working with parents is the key to more success earlier
Adapt, adapt, adapt – teach moms to help child use senses they have

How could this same program be improved when it is offered to new parent advisors?

Spread over time, the day was too long and there was too much info to absorb within the time period we had
Maybe additional days – a lot of info to absorb
Less info defining visual disabilities and more videos showing PA and parents working together, especially in O&M presentation
More use of manual for practical application
More hands-on training and not a solid 6 days (too overwhelming)
6 days too intense and long, maybe break down 3days and 3days
I think it was great, very educational
Stress the PA going into another's environment and being considerate of parents and their knowledge of their child
Spending more time on "how to", showing what to do with parents
More time on paperwork practice to build confidence in starting out

How could this same program be improved when it is offered to new parent advisors?(cont.)

O&M – Lucy is obviously knowledgeable – she will gain confidence and realize that we want to hear all that she has to say in detail
Workshop should be expanded over a longer time period to better cover material
Don't rush through paperwork, goal writing, etc.
Develop a list of resources, both Ga. PINES and elsewhere
Need to keep on schedule
Materials on overheads should match material in handout notebook
Instructors and participants should wear nametags every day
Offer workshop in other areas of state
More direct familiarity with INSITE manual pertaining to lesson planning

What additional topics would you like covered in subsequent Ga. PINES parent advisor workshops?

More personal contact with families, like the final day of the training
More experience working with
Audiograms, Callier scale, INSITE checklist and writing home visit plans
Use an actual video of home visit
More on feeding/swallowing
More on sign language and hearing aids
Sensory Integration
More time on assessments
More vision and OT/PT information
Tube feeding
Deafblind cueing that is systematic

NDT/SI Workshop
Pre/Post Test
January 24&25, 1998
Based on 100 points

Participant	Pretest	Posttest	Differences
1	75	90	15
2	50	60	10
3	70	80	10
4	30	80	50
5	40	50	10
6	40	90	50
7	40	50	10
8	60	80	20
9	60	80	20
10	50	90	40
11	30	40	10
12	35	100	65
13	20	95	75
14	80	90	10
15	40	70	30
16	70	90	20
17	80	90	10
18	40	80	40
19	90	100	10
Range	20 – 90	40 – 100	10 – 75
Mean	52.6	79.2	26.6

- 19 Pre/Post Test matches were turned in from the 28 participants

Infusing Meaningful Interventions
Inservice Satisfaction Form
March 1, 1997

	Excellent 5	4	3	2	Poor 1	Mean
1. The organization of the inservice was:	13	6				4.68
2. The objectives of the workshop were:	15	5				4.75
3. The work of the presenter was:	17	3				4.85
4. The ideas and activities were:	15	4	1			4.7
5. The scope was:	13	6	1			4.6
6. Overall, I consider this inservice:	14	6				4.7

OVERALL MEAN: 4.71

	Strongly Agree 5	4	3	2	Strongly Disagree 1	Mean
7. I will be able to implement some of the ideas presented	15	4				4.79

	YES = 1	NO = 2	MEAN
8. Do you feel a need for additional information about this topic?	10	7	1.41

Stronger Features of the Inservice

-Practical application
-Videos
-Great information- I am relatively new in this field and need information, guidance, and suggestions
-Great use
-Video clips, good handouts
-Presenter's knowledge
-Information I can use immediately
-Presentation not only is research oriented and knowledgeable, presenter is active in clinical field. This makes information more functional, easier to use
-Examples and audience input
-speaker was excellent because she integrated a functional component to the research

Weaker Features of the Inservice

-Handouts should have been #, coloured, tec.
-I wish it could have been spread over 2-3 days and at a slower pace
-The pre & post tests
-Facilities of the hotel
-Posttest: for a workshop like this, it's difficult "fill in the blank"
-Long day, but is was very informative
-Some of the information on hearing loss was questionable!
-Videos need to be better quality, from various angles, close ups- because they are a big part of the presentation or need to tell us what to watch for
-Smaller room heard to see T.V.

General comments

-Well organized to hold participants attention
-Great examples-videos were very helpful
-Very good
-This was a good workshop-functional, useful information
-Need more information on sensory integration
-We should have more workshops for P.A. to get together for support
-Very good information, but not really new to me, so I wasn't as appreciative of it if as I might have been if it was new to me
-Well presented

Infusing Meaningful Interventions
INFUSING MEANINGFUL CONENT
Pretest/Posttest
3-1-97

Code	Pretest	Posttest	Differences
1	40	70	30
2	70	100	30
3	20	100	80
4	40	75	35
5	0	___	___
6	40	80	40
7	40	75	35
8	10	80	70
9	0	20	20
10	10	90	80
11	0	60	60
12	20	60	40
13	50	100	50
14	40	100	60
15	40	100	60
16	70	100	30
17	0	75	75
18	80	___	___
19	30	75	45
20	0	80	80
21	70	100	30
Range	0 - 80	20 - 100	20 - 80
Mean	31.9	81.1	49.9

Evaluation of On-Site Workshops

Name of Workshop: Combining Neurodevelopmental Treatment (NDT) and Sensory Integration (SI) in Everyday Routines
Dates: January 24th & 25th, 1998
Location: AASD
Instructor: Marie McKenzie, M.S., OTR

	Yes	No
Did the workshop generally meet your expectations	27/28	1/28

How do you rate the overall workshop	Lowest 1 – Highest 5
Length of Workshop	4.7
Teaching Materials/Handouts	4.7
Videos and Other Media	4.2
Geographic Location	4.7
Facilities	4.2
Did you receive information about the workshop before you arrived	4.5
Practical Application of Content	4.7
Overall I would rate this workshop	4.6

What I liked best

Comment: Informative, practical, handouts are thorough, presenter had a good relaxed style, very experienced, contents are good, sensory integration information is good, scientific basis and interesting facts, small groups, demonstration, practical session.

What I liked least

Comment: Too cold! Lunch time could be shorter, overhead printed materials hard to read, if you weren't a PT or OT you didn't have the background to fully use all the information that was taught, need more hands on SI experience, need more labs

Overall Evaluation of the Instructor

My instructor was: zzzzzz 0 Okay 0 Terrific 12 Awesome! 16

Please rate the instructor in the following areas:	Lowest 1 Highest 5
Knowledge of subject	5.0
Preparedness	4.9
Manner of presentation	4.8
Clarity and understandability	4.8
Encouraging student participation	4.9
Responsiveness to questions/needs	5.0
Fairness	5.0

What do you like about the instructor?

Explains information in an understandable format, knowledgeable, personable, balances lecture with demonstration and labs, smooth presentation, good questions and answers, answers questions thoroughly, uses good examples

How can this instructor be more effective?

More examples, more explanation of techniques, more labs, incorporate NDT and SI information more, use less clinical language and more common language, spend more time explaining SI and how sensory systems work, bring more candy

What additional topics would you like covered in subsequent Ga. PINES PA/Therapy workshops?

Documentation, ball therapy, high level specific techniques on treatment and positioning for multi-handicapped children, more in-depth on SI, additional workshop on NDT for teachers, an advanced course on the NDT/SI topic for therapists

APPENDIX B

SAMPLE DEMONSTRATION SITE DATA
SAMPLE RECOMMENDATION DATA
SAMPLE QUALITY INDICATORS DATA

Recommendations for Ashley, 1998-1999

IMP - implemented
PI - partially implemented
I - initiated
NP - no progress
C - changed or canceled

1. Remember that all staff working with Ashley should identify themselves by consistently presenting an item of jewelry, which serves as a name tag when first approaching her. This way she doesen't have to feel to find out who you are. This was begun with some success last year, but the practice seems to have been discontinued. Remember to look in your Hand in Hand curriculum (provided last year.) PI

2. Use touch cues for up, down. As you add more, post them on the wall and provide a list to mother so that everyone will use the same thing. Again, this was begun with some success last year. PI

3. For tantrumming: document behavior carefully as medications are adjusted and/or changed. PI

5. For tactile defensiveness, train Ashley to touch/accept soft pleasurable textures: feather duster, fake fur, velvet. (You can make mitts out of fabric and allow her to chose between two. Then tickle or massage her with mitted hands. Some children respond better to deep firm strokes rather than light tickles.) Also, continue using vibrating devices (which she likes), and place them in her hands. IMP

6. Keep some part of your body against her when you are nearby, such as your knee against her foot. Allow Ashley to track your movements by placing one of her hands on your hand. This will allow her to know where you are. PI

7. Cause and effect: Place a vibrating tube (equipment supplied by the Project) in her hands, on her knees, on her chair so that the chair vibrates. Tube shuts off when tilted, so use full physical guidance to help her turn it on and off. Move slightly away from her and try to get her to reach for it. This was very successful in the past with Ashley. Also, use a self-activating fan with a jelly switch. See if she will turn it on and off. IMP

Recommendations for Cameron, 1998-1999

IMP - implemented
PI - partially implemented
I - initiated
NP - no progress
C - changed or canceled

1.	Allow Cameron to self-activate classroom and leisure activities of choice. For example, hook a tape player, blender, or popcorn maker up to a Powerlink, and provide access using a jelly bean switch.	I
2.	Continue to use the Macaw to allow Cameron to make choices.	IMP
5.	To enhance communication and learning, pair items of similar classification on the Macaw for Cameron to Make his choice. 1) For mealtime: sippy cup (paint inside of lid white, and place on black background for maximal contrast) versus spoon: use putty to attach to the Macaw. If possible, move to outlines of these objects. 2) For leisure: string and colored paper to represent the ball on a string that he plays with versus the CD picture symbol you are currently using.	IMP
6.	Continue to attempt sign training with Cameron. Use full physical guidance, as described and discussed last year, to help him form signs initially. Fade the physical prompt as he begins to catch on.	I
7.	Use raised impression books for "table time." You can make raised impression books using inexpensive books from the grocery store. Outline images with glue (try Elmer's flourescent colored glue), puff paint, pipe cleaners, and the like. Pair pictures in books to real objects.	I
8.	Place functional items on the box, such as the vocational materials he will use during work time, toothbrush and toothpaste, cup and spoon. Always pair objects that naturally go together.	PI
	Plan functional/prevocational activities for Cameron	
9.	Sort change with an automatic sorter.	New
10.	Roll socks, fold towels, put in drawers.	New
11.	Define work spaces with a raised edge, or use the yellow AFB tray provided by the Project. Have the student search his work space from left to right, top to bottom.	PI

12. As a prevocational task, have him package tennis balls, or assemble toothbrush holders. Make sure to use a "finish box" for work, and get him to keep checking that work space; reward him for completed tasks. IMP

13. One object used in task should be placed on his wall schedule . (Prevocational tasks discussed and supplied.) Remember to reinforce. I

14. Take data on these tasks. Showing improvement to parents is vital. (Data sheets, methods discussed and supplied.) PI

Recommendations for Chris, 1998-1999

IMP - implemented
PI - partially implemented
I - initiated
NP - no progress
C - changed or canceled

1. Use a vibrating tube for stimulation and as an attention getter. Put it on his bed frame and, if this is tolerated, place the tube on his hand, foot knee, etc. Try raising and lowering the tube (it will turn on and off) using full physical guidance. I

2. Look for minute changes in Chris's facial features, and treat them as if they are attempts at cummunication. I

3. Gladys and all family members should identify themselves by consistently presenting an item of jewelry, etc., and allowing him to feel it; this works as a name tag to identify others. PI

4. Use touch cues to tell Chris in advance what you are going to do. Refer to techniques listed in the Hand In Hand Curriculum (provided by to Gladys by the Project.) PI

5. Provide a means by which everyone entering the living room can use the same touch cues: hang a poster with touch cues over Chris's bed. I

6. Place him with his left ear and eye toward the TV. He may see light and will hear better from that side. IMP

7. For stimulation, use a vibrating pillow or a pillow switch; place on his right side. I

8. To help him localize sound: 1) work in a quiet room; ask his Mother to turn off TV or radio unless you are specifically working with those devices, 2) come into the room quietly and call his name from the door; look for any movement of his head toward you. IMP

Recommendations for Robin, 1998-1999

IMP - implemented
PI - partially implemented
I - initiated
NP - no progress
C - changed or canceled

Switch Use

1. Adapt CD player (as we discussed and with couplings provided.) Plug into powerlink and set on latch setting. Use for sensory stimulation and to train switch use. When she touches the switch, the device will come on; with the next touch it will go off. IMP

2. Put different textures (cloth, velvet, denim, vinyl, sand paper) on different switches. Match the switch to different tasks. Remember what texture goes with what task and keep it consistent. She will come to know that one texture turns on her fan, and another turns on her radio. IMP

3. Try using a variety of different switches, such as roll bars and pull switches. These provide variety, require different movements (rather than always pushing on a jelly switch), and serve to identify tasks or leisure activities in the same manner as textures (above) do. (Three other switches provided by project.) IMP

4. Continue to slow down when working with Robin, and give her time to process what she is doing, and what you want from her. Your instincts for cueing her are good, but all of us have a tendency to assist our students too much and, at times, too quickly. IMP

5. Use raised impression books for "table time." You can make raised impression books using inexpensive books from the grocery store. Outline images with glue (try Elmer's flourescent colored glue), puff paint, pipe cleaners, and the like. Pair pictures in books to real objects. I

Vocational Skills

6. Give Robin a choice of which vocational task she will do first by placing 2 or 3 items from different tasks on her tray. Allow her to explore, and then hand one to you. This will be the first task she does. PI

7. Sort change with an automatic sorter. New

8. Define work spaces with a raised edge, or use the yellow AFB tray providedby the Project. Have her search her work space from left to right, top to bottom. IMP

9. As a prevocational task, have Robin package tennis balls, or disassemble toothbrush holders or PVC pipe pieces. Start hand over hand, with only a few items. Make sure to use a "finish box" for work, and get her to keep checking that work space; reward her for completed tasks with musical activity. IMP

10. Take data on these tasks. Showing improvement to parents is vital. (Data sheets, methods discussed and supplied.) IMP

Self-Help Skills

11. At this time, Robin's mother is opposed to her feeding herself or drinking by herself because of the mess. If possible, try to introduce a sippy cup (there are some at Target that look more age-appropriate).

12. Robin should use an environmental control unit for the TV, stereo, living room fan, lights, etc. and could access using switches (as discussed previously.) I

13. Use the Powerlink to activate simple kitchen appliances (for example, the blender, to make punch or pudding) IMP

Recommendations at Demonstration Sites

IMP = implemented
PI = partially implemented
I = initiated
NP = no progress

Keifer

1.	Get name signs for teacher, support staff, and students.	PI
2.	Continue to talk to Keifer, telling him what you are doing. (Develops anticipation.)	PI
3.	Assessed different types of music. Found to like instrumental and nature sounds best. Use to teach use of new switch.	IMP
4.	Make sure sound is high enough on the computer and tape player for Keifer to hear for auditory training.	PI
5.	Use tape or felt on wheelchair tray to trail up to switch as guide to switch location.	IMP
6.	Continue to tell Keifer what is for lunch. Give him choice between two or more items, and let him smell choices.	IMP
7.	Wear adapted t-shirt over clothing while eating. (Bandanas are another option, but may be too short.)	I
8.	Give Keifer extra time to process information and give response. (Response may be verbal or an action.)	I
9.	Use touch cues during conversation as in tapping lips at lunch for more to eat. Post cues used with Keifer.	PI

Kasey (SNIP)

1. Put Kasey in tumble form chair close to TV to hear it better, in upright position to aid her use of residual vision and to stay more alert. IMP

2. Adopt name signs for teacher, support staff, and all students in class. Record in notebook and post. I

3. Use touch cues. Post touch cues used with Kasey. I

4. Make use of as many senses as possible during a given activity. Pair senses. Suggested activity: make a crinkly pillow and lay Kasey on pillow to promote movement through sound and texture. PI

5. Auditory training: pair objects and activities with sounds when possible and appropriate. For example, sew bells inside a sweatband to place on tubular vibrator. Pairing sounds with activity Kasey enjoys will encourage her to search for sounds. I

6. Assign jobs each day and make schedule with name card and Kasey's picture (Velcro). Kasey identifies name or picture and object identifier. Possible jobs include picking up toys, or passing out napkins, paper towels, etc. PI

7. Ask questions and pause. Wait for a response. Look for simple, non-symbolic responses such as moving the head away, or smiling. PI

8. Continue to reward responses. IMP

9. Call attention to Kasey's vocalizations and sounds. Imitate sounds when appropriate, help make sounds, and encourage Kasey to use different parts of her body to make sounds. Clap hands and say "clap your hands together," say "listen" and touch Kasey's ears, tell her "I hear you" when she makes a noise, or make a noise and ask "do you hear that?" PI

10. When talking to Kasey, talk about body and objects close enough to explore. Tap cup on table and say "here is your cup" so she uses residual hearing as well as touch to locate object. Use hand over hand if necessary. PI

11. Emphasize key words in conversation. Be consistent with vocabulary and tactile cues. Say "drink" with cup in hand or tap cup and repeat the word cup after the sentence. IMP

12. Make sure activities are at eye level. Fill cups at eye level, cut sandwiches in front of child on table, put posters at eye level, etc. PI

13. Use suggested activities in natural settings so student learns association of object, sight, and sound with activity.

14. Help Kasey initiate activity that involves sound. Kasey will learn that she has control over the situation rather than being passive or acted upon. For example, give her a choice between musical instruments or records at music time. (Use two distinct sounds/artists.) Let Kasey pass out instruments, talk about sounds the instruments make, tell her "listen" and touch ears. (You have good use of freeze game at music time.) PI

15. Identify sounds with their source. Imitate Kasey's actions that produce sounds. IMP

16. Use Kasey's name when talking to her, when first walking up to her to alert her to your presence, and for name recognition. IMP

17. If Kasey gives an anticipatory response to a stimulus, stop activity for a few seconds (3-5) to wait for further response. Does Kasey indicate in some way to continue because she wants some more, or does she indicate in some way to stop because she doe not want any more. Look for even slight changes in response and react to them. "Oh, you closed your mouth tight. Does that mean that you don't want any more to drink?" PI

Sammy (SNIP, referred in April)

1. Make use of tactile name identifier. I

2. Assign jobs each day and make chart with Sammy's name card or picture. Sammy identifies name or picture and object identifiers representing classroom activities. I

3. Use Sammy's name when talking to him, when walking up to him to alert him to your presence, and for name recognition. I

4. Use touch cues during activities and conversation. I

Ashley (SNIP)

1. Adopt name signs for teacher, support staff, and students in class. Record in her notebook and post in classroom. I

2. Establish touch cues and post. I

3. Make use of as many senses as possible during a given activity. Pair senses. A crinkle pillow (as previously described) would work for Ashley. PI

4. Auditory training: pair objects and activities with sounds when possible and appropriate. (See example previously described.) I

5. Assign jobs each day and make schedule with name card and Ashley's picture (Velcro). Ashley identifies name or picture and object identifier. Possible jobs include picking up toys, or passing out napkins, paper towels, etc. PI

6. Ask questions and pause. Wait for a response. Look for simple, non-symbolic responses such as moving the head away, or smiling. PI

7. Continue to reward responses. IMP

8. Call attention to Ashley's vocalizations and sounds. Imitate sounds when appropriate, help make sounds, and encourage Ashley to use different parts of her body to make sounds. Clap hands and say "clap your hands together," say listen and touch Ashley's ears, tell her "I hear you" when she makes a noise, or make a noise and ask "do you hear that?" PI

9. When talking to Ashley, talk about body and objects close enough to explore. Tap cup on table and say "here is your cup" so she uses residual hearing as well as touch to locate object. Use hand over hand if necessary. PI

10. Emphasize key words in conversation. Be consistent with vocabulary and tactile cues. Say "drink" with cup in hand or tap cup and repeat the word cup after the sentence. IMP

11. Make sure activities are at eye level. Fill cups at eye level, cut sandwiches in front of Ashley on table, put posters at eye level, etc. PI

12. Use suggested activities in natural settings so Ashley learns association of object, sight, and sound with activity.

13. Help Ashley initiate activity that involves sound. Ashley will learn that she has control over the situation rather than being passive or acted upon. For example, give her a choice between musical instruments or records at music time. (Use two distinct sounds/artists.) Let Ashley pass out instruments, talk about sounds the instruments make, tell her "listen" and touch ears. (You have good use of freeze game at music time.) PI

14. Identify sounds with their source. Imitate Ashley's actions that produce sounds. IMP

15. Use Ashley's name when talking to her, when first walking up to her to alert her to your presence, and for name recognition. IMP

16. If Ashley gives an anticipatory response to a stimulus, stop activity for a PI

few seconds (3-5) to wait for further response. Does Ashley indicate in some way to continue because she wants some more, or does she indicate in some way to stop because she doe not want any more. Look for even slight changes in response and react to them. "Oh, you closed your mouth tight. Does that mean that you don't want any more to drink?"

Joshua (SNIP)

1. Introduce use of straw for drinking to help fade use of bottle. IMP

2. Adopt name signs for teacher, support staff, and all students in class. Record in Joshua's notebook and post. I

3. Establish touch cues and post. I

4. Make use of as many senses as possible during a given activity. Pair senses. PI

5. Auditory training: pair objects and activities with when possible and appropriate. (See example previously described.) I

6. Assign jobs each day and make schedule with name card and Joshua's picture (Velcro). Joshua identifies name or picture and object identifier. Possible jobs include picking up toys, or passing out napkins, paper towels, etc. PI

7. Ask questions and pause. Wait for a response. Look for simple, non-symbolic responses such as moving the head away, or smiling. PI

8. Continue to reward responses. IMP

9. Call attention to Joshua's vocalizations and sounds. Imitate sounds when appropriate, help make sounds, and encourage Joshua to use different parts of his body to make sounds. Clap hands and say "clap your hands together," say listen and touch Joshua's ears, tell him "I hear you" when he makes a noise, or make a noise and ask "do you hear that?" PI

10. When talking to Joshua, talk about body and objects close enough to explore. Tap cup on table and say "here is your cup" so he uses residual hearing as well as touch to locate object. Use hand over hand if necessary. PI

11. Emphasize key words in conversation. Be consistent with vocabulary and tactile cues. Say "drink" with cup in hand or tap cup and repeat the word cup after the sentence. IMP

12. Make sure activities are at eye level. Fill cups at eye level, cut sandwiches in front of Joshua on table, put posters at eye level, etc. PI

14. Use suggested activities in natural settings so Joshua learns association of object, sight, and sound with activity.

15. Help Joshua initiate activity that involves sound. Joshua will learn that he has control over the situation rather than being passive or acted upon. For example, give him a choice between musical instruments or records at music time. (Use two distinct sounds/artists.) Let Joshua pass out instruments, talk about sounds the instruments make, tell him "listen" and touch ears. (You have good use of freeze game at music time.) PI

17. Identify sounds with their source. Imitate Joshua's actions that produce sounds. IMP

18. Use Joshua's name when talking to him, when first walking up to him to alert him to your presence, and for name recognition. IMP

19. If Joshua gives an anticipatory response to a stimulus, stop activity for a few seconds (3-5) to wait for further response. Does Joshua indicate in some way to continue because he wants some more, or does he indicate in some way to stop because he doe not want any more. Look for even slight changes in response and react to them. "Oh, you closed your mouth tight. Does that mean that you don't want any more to drink?" PI

SNIP

1. Inservice on manufacture and use of switches, and troubleshooting. Fall 1996
2. Inservice on positioning and handling for parents and teachers. Fall 1996
3. Suggestions in list form from Insite Binder (hearing, vision: convergence and divergence.) IMP

Joshua W. (implementation of recommendations undetermined due to referral in April, 1996; moving to Hart County for 1996-97 school year)

1. Joshua shows some aptitude on computer. Currently uses hunt and peck to find correct key. Joshua needs keyboarding skills, and more advanced programs. Try zoom caps.

2. Enjoys Reading Rainbow" on TV but the show is very light (poor contrast). Need TV with better contrast, or perhaps a black and white set.

3. Enlarge problems on math worksheets, and make sure print is dark.

4. Joshua squints when reading the blackboard. Try a darker marker color; black on white is best.

5. Continue praise for asking good questions.

6. Work with a buddy.

7. Give Joshua his own set of manipulatives for math work. When teacher holds shapes up to class, hold a contrasting sheet of paper behind shapes.

8. Play organized games with entire class (once per week) to teach concept of beginning, end, follow-through.

9. Joshua has problems writing numbers on number line on board. Allow him to walk close to board, or give him his own number line at his desk. Due to frequent erasures/rewrites, Joshua works very slowly, and work is very neat and light. While encouraging neatness and accuracy, discourage obsessive perfection. Try using a timer for seatwork. Use bold line paper. Have Joshua cross out rather than erase mistakes.

10. Teacher stood behind Joshua to lecture. Stand in front of Joshua and direct him to follow as you move by tapping his desk, or calling his name.

11. Relocate Joshua's desk. IMP

12. Holds pencil with 4 fingers cupped and thumb on top of pencil and on side of forefinger. Consult O.T.

13. During art, give one-on-one directions after class directions have been given. Let peer tutor help monitor Joshua's work and answer questions. (This gives one-on-one help and encourages peer interactions as well as encourages asking for assistance.)

14. When going outside, wear sunglasses and/or baseball cap outside until his eyes have time to adjust to light. If he continues to squint, have him wear glasses for entire recess.

Rob

1. Ask open-ended questions. Rather than asking "Does that taste good?" ask "How does that taste?" Rob will have to think about answer. Look for facial expressions as well as verbal response. I

2. Wait for response to questions. Repeat question if needed. Give choice of answers as last resort. Expect a response to questions and choices. (Possible reasons for no response include 1) didn't hear question, 2) didn't understand question, 3) not enough time to answer, 4) don't know how to IMP

answer, 5) response may be so subtle that it goes unnoticed.)

Justin R.

1.	Use timer to help with time management. When timer goes off, student must hand in work. Set timer for short increments to help student pace himself.	IMP
2.	Clock stamp, which changes with each day. This will help Justin anticipate activities and tell time.	PI
3.	Enlarge work to 11x17 paper.	IMP
4.	Place desk at front of class.	IMP
5.	To avoid glare, cover desk with black paper.	IMP
6.	Bright lights cause squinting. When outside, wear baseball cap. (Wears cap inconsistently.)	PI
7.	Place yellow mylar over page in textbook. (Justin does not think this option helps.)	Discontinued 5/17/96
8.	Justin can not see board work well enough to copy. Paraprofessional can copy board work for Justin in black on white paper.	IMP
9.	Use dry eraser board. (Check periodically for glare (board slips.))	IMP
10.	Pair Justin with a peer for classwork. Have student write down sight words from vocabulary list, and have Justin copy words onto 3x5 card for later use. Hold spelling bees.	PI
11.	Check spacing to avoid confusion between similar letters (such as r for n or o for c.)	IMP
12.	Set up checklist strip to attach to desk. List work to be done in sequential order and check off or initial as work is completed. Laminate list and use an erasable marker.	I
13.	Justin rushes when walking and gets off balance. Talk to an Orientation and Mobility specialist for suggestions.	Fall 1996
14.	Justin says he doesn't put his feet down enough. Remind Justin to put his feet down.	I

CONSULTANT SATISFACTION FORM
(For on-Site consultation)

Site: Franklin Co. GA.
City, State: Carnesville, GA.
Date (s) of Technical Assistance: School year 1996-97
Consultant (s): Liz Cohen
Your (name) and position: Phyllis Miranda, SLP

(To be filled out by teachers, specialists, administrators and others receiving TA)

The following statements assess your satisfaction with the consultant(s) who provide technical assistance.

Please indicate your opinion by circling one choice for each statement. If you mark (disagree) or 1 (strongly disagree) on one or more, please explain why you disagree on back of this page.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. The consultant(s) was knowledgeable in the area in which technical assistance was provided.	1	2	3	4	[✓ 5]
2. The consultant(s) was flexible and able to address my concerns.	1	2	3	4	[✓ 5]
3. The consultant(s) was able to explain and model appropriate practices and procedures effectively.	1	2	3	4	[✓ 5]
4. The consultant(s) was able to identify additional resources that might be helpful.	1	2	3	4	[✓ 5]
5. The consultant(s) was able to work effectively within the structure of this sit to promote his/her ideas.	1	2	3	4	[✓ 5]
6. The purposes and objectives of the consultation were made clear.	1	2	3	4	[✓ 5]

7. The consultant(s) met all of his/her obligations, as I understood them.	1	2	3	4	[✓ 5]
8. The consultant(s) was punctual, dependable and honored time/ scheduling commitments.	1	2	3	4	[✓ 5]
9. Overall, this consultant(s) was very effective in helping me implement agreed upon changes.	1	2	3	4	[✓ 5]

Please comment on additional assistance you might need: Continued assistance from Liz!

Other comments: Liz was a tremendous helper this year! Her ideas and applications within our classroom greatly benefited our students. Her expertise and materials from the D-B Project were most helpful. The D-B workshops and on-site visit to Jesse Moroaris' (Sp?) class in Gwinnett Co. was "terrific."

(I plan to attend the Summer D-B Institute (workshops) because of the excellent work I have seen Liz do!)

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CONSULTANT SATISFACTION FORM
(For on-Site consultation)

Site: ROYSTON ELEM. SCHOOL
City, State: ROYSTON, GA.
Date (s) of Technical Assistance: 96-97 SCHOOL YEAR
Consultant (s): LIZ COHEN
Your (name) and position: ANN ELLIS - IRR-TEACHER

(To be filled out by teachers, specialists, administrators and others receiving TA)

The following statements assess your satisfaction with the consultant(s) who provide technical assistance.

Please indicate your opinion by circling one choice for each statement. If you mark (disagree) or 1 (strongly disagree) on one or more, please explain why you disagree on back of this page.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. The consultant(s) was knowledgeable in the area in which technical assistance was provided.	1	2	3	4	[✓ 5]
2. The consultant(s) was flexible and able to address my concerns.	1	2	3	4	[✓ 5]
3. The consultant(s) was able to explain and model appropriate practices and procedures effectively.	1	2	3	4	[✓ 5]
4. The consultant(s) was able to identify additional resources that might be helpful.	1	2	3	4	[✓ 5]
5. The consultant(s) was able to work effectively within the structure of this site to promote his/her ideas.	1	2	3	4	[✓ 5]
6. The purposes and objectives of the consultation were made clear.	1	2	3	4	[✓ 5]

7. The consultant(s) met all of his/her obligations, as I understood them.	1	2	3	4	[✓ 5]
8. The consultant(s) was punctual, dependable and honored time/ scheduling commitments.	1	2	3	4	[✓ 5]
9. Overall, this consultant(s) was very effective in helping me implement agreed upon changes.	1	2	3	4	[✓ 5]

Please comment on additional assistance you might need: LIZ IS PERHAPS THE MOST THOROUGH, ADEPT CONSULTANT I'VE ENCOUNTERED. I'VE APPRECIATED HER ASSISTANCE!

Other comments:

CONSULTANT SATISFACTION FORM
(For on-Site consultation)

Site: SNIP
City, State: Lavonia, GA
Date (s) of Technical Assistance:
Consultant (s): Liz Cochan
Your (name) and position: Leigh Whitlock - teacher

(To be filled out by teachers, specialists, administrators and others receiving TA)

The following statements assess your satisfaction with the consultant(s) who provide technical assistance.

Please indicate your opinion by circling one choice for each statement. If you mark (disagree) or 1 (strongly disagree) on one or more, please explain why you disagree on back of this page.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. The consultant(s) was knowledgeable in the area in which technical assistance was provided.	1	2	3	4	[✓ 5]
2. The consultant(s) was flexible and able to address my concerns.	1	2	3	4	[✓ 5]
3. The consultant(s) was able to explain and model appropriate practices and procedures effectively.	1	2	3	4	[✓ 5]
4. The consultant(s) was able to identify additional resources that might be helpful.	1	2	3	4	[✓ 5]
5. The consultant(s) was able to work effectively within the structure of this sit to promote his/her ideas.	1	2	3	4	[✓ 5]
6. The purposes and objectives of the consultation were made clear.	1	2	3	4	[✓ 5]

7. The consultant(s) met all of his/her obligations, as I understood them.	1	2	3	4	[✓ 5]
8. The consultant(s) was punctual, dependable and honored time/ scheduling commitments.	1	2	3	4	[✓ 5]
9. Overall, this consultant(s) was very effective in helping me implement agreed upon changes.	1	2	3	4	[✓ 5]

Please comment on additional assistance you might need:

Other comments: Liz is GREAT!!

School yr.

CONSULTANT SATISFACTION FORM
(For on-Site consultation)

Site: Franklin Co.
City, State: Carnesville, Royston, Lavonia, Ga
Date (s) of Technical Assistance: Ongoing throught out year.
Consultant (s): Liz Cohen
Your (name) and position: Kathy Segers, VI

(To be filled out by teachers, specialists, administrators and others receiving TA)

The following statements assess your satisfaction with the consultant(s) who provide technical assistance.

Please indicate your opinion by circling one choice for each statement. If you mark (disagree) or 1 (strongly disagree) on one or more, please explain why you disagree on back of this page.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. The consultant(s) was knowledgeable in the area in which technical assistance was provided.	1	2	3	4	[✓ 5]
2. The consultant(s) was flexible and able to address my concerns.	1	2	3	4	[✓ 5]
3. The consultant(s) was able to explain and model appropriate practices and procedures effectively.	1	2	3	4	[✓ 5]
4. The consultant(s) was able to identify additional resources that might be helpful.	1	2	3	4	[✓ 5]
5. The consultant(s) was able to work effectively within the structure of this sit to promote his/her ideas.	1	2	3	4	[✓ 5]
6. The purposes and objectives of the consultation were made clear.	1	2	3	4	[✓ 5]

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7. The consultant(s) met all of his/her obligations, as I understood them.	1	2	3	4	[✓ 5]
8. The consultant(s) was punctual, dependable and honored time/ scheduling commitments.	1	2	3	4	[✓ 5]
9. Overall, this consultant(s) was very effective in helping me implement agreed upon changes.	1	2	3	4	[✓ 5]

Please comment on additional assistance you might need:

Other comments: Liz does a great job.

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QUALITY INDICATORS

Site/Location Habersham. Hospital/Homebound

Teacher Gladys McCollough

KEY: NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

I ___ ___ IMP 1. Structures curriculum by domains

IMP ___ ___ IMP 2. Communicates regularly with parent/significant others.

I ___ ___ PI 3. Assess sensory use

I ___ ___ IMP 4. Assess student's current communication

___ n/a ___ ___ 5. Assess (site) requirements across communication & partners, sensory needs ~~and CBI instructional~~ requirements (forms & ecological inventory)

___ ___ ___ ___ 6. Discrepancy analysis of student performance.

I ___ ___ IMP 7. Determines instructional areas using age-appropriate materials and activities.

I ___ ___ IMP 8. Develops and uses adaptations. Wow!!!

I ___ ___ IMP 9. Analyzes natural cues/consequences for instructional activities.

I ___ ___ ~~PI~~ IMP 10. Develops quality objectives with team.

This teacher is really out on her own but she parer & I becam. good tec

PI ___ ___ IMP 11. Develops and implements systematic instructional programs for communication ad expanded system.

PI ___ ___ IMP 12. Develops and implements systematic instructional programs for residual sensory use and adaptation.

ery ow or ick hildren

___ n/a ___ ___ 13. Develops and implements systematic instructional programs for CBI.

___ n/a ___ ___ 14. Follows natural proportion in instructional environments.

___ n/a ___ ___ 15. Community instruction: 20% elem, 40%jhs., 60% hs.

___ n/a ___ ___ 16. Promotes social integration with nondisabled.

I ___ ___ IMP 17. Collects student performance data.

I ___ ___ IMP 18. Modifies programs based on data.

___ ___ ___ ___ 19. Implementing demonstration site guidelines

NP ___ ___ ~~I~~ I 20. Trains others. would like to see her as an active Parent/Ed. Advisor for PINES or US

8 ___ ___ 85 % Implemented
15 ___ ___ ___ 8 % Partially implemented
69 ___ ___ ___ 8 % Initiated

13 total

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Habersham County Schools
Department of Special Education
Post Office Box 70
Clarkesville, Georgia 30523
(706) 754-2913 FAX (706) 754-1549

Director of Special Education
Susan C. Smith

Superintendent of Schools
Dr. Orval Porter

Assistant Special Education Director
JoAlice Ray

April 29, 1999

Dr. Kathryn W. Heller
Georgia State University
Department of Educational Psychology and Special Education (EPSE)
University Plaza
Atlanta, GA 30303

Dear Dr. Heller,

I am writing to express my support for the Georgia Deaf-Blind Project. This project has provided technical assistance to our school system by working with the faculty/staff and related services providers who work with special education students. Liz Cohen and Doug McJannet have worked directly with students and families also, even making home visits. Liz will be attending the annual review/IEP meetings for students with deaf-blindness in our school system so that she can provide input into the student IEPs for next year. The support and assistance from your staff has strengthened and expanded our system of services for the deaf-blind population in Habersham County.

I sincerely hope that the Georgia Deaf-Blind Project will receive continued funding. We have come to depend on the project for consultation and technical assistance for this low incidence population.

If you require additional information, please do not hesitate to contact me at 706-754-9233, ext 25. I feel confident that continued funding for your project will positively impact our students with deaf-blindness and their families.

Sincerely,

JoAlice Ray

JoAlice Ray
Assistant Special Education Director

c. Mrs. Susan C. Smith

April 28, 1999

Dr Kathryn W. Heller
Georgia State University
Dept. Of Educational Psychology and Special Education
University Plaza
Atlanta, GA 30303

Dear Dr. Heller,

I am writing to express my appreciation for the help the Georgia-Deaf Blind project has provided to me and the support staff in my classroom at Carnesville Elementary. For the past two years my classroom has been a demonstration site for the project in Frankin County. Liz Cohen has provided us with excellent training as well as valuable techincal support for my students who have been identified as deaf-blind. The Hand in Hand Curriculum has been an excellent resource to me as a classroom teacher who has had limited experience working with students that have dual sensory impairments.

Because the needs of the children with deaf-blindness are so unique, I hope the project will be able to continue to provide technical assistance and training to help teachers and families.

Sincerely,

Gina M. Blackman

Gina M. Blackman
Special Education Teacher
Carnesville Elementary
P.O. Box 39 Hull Street
Carnesville, GA 30521

Dr. Kathryn Heller, Ph.D.
Georgia Deafblind Project
Georgia State University

April 22, 1999

Dr. Heller,

It has been my priviledge to be associated with and aided by Elizabeth Cohen this school year. She has been my right hand person in learning what to do to further the education of my deafblind students, of which I served two this school year. She not only gave me many good ideas of what activities to do with them to meet their IEP objectives, but she also encouraged and supported my own ideas. She helped me to see things from the perspective of the blind student and to see that she/he would be better satisfied with activities that were more age related rather than what I had been doing for the past several years when I was reaching out on my own.

Together we gleaned ideas on prevocational skills - such as assembly, disassembly, packaging and searching area to make sure all materials were gone from the container of unfinished items; communication skills of greeting, indications of "I'm finished", and ability to make choices appropriately; fine motor skills - using all kinds of switches: pull switch, Big Red switch, textured switches, and vibrating switches. We connected switches to fans, radio/tape/CD players, and vibrators. All of which the students learned to operate independently. The students seemed to prefer the more age appropriate activities in the areas of prevocational skills and more choice making. Elizabeth helped me build on my own ideas and to see where I could go with the students as I work with them in the coming years.

Elizabeth provided me with materials to build on our ideas such as vibrators, switches, prevocational materials and containers to hold them, sorting box for prevocational tasks, tape player, radio, baskets, beepers, and plastic eggs for Easter egg hunt, small fan, and a busy box.

I look forward to continued help from the Deafblind Project during the next school year and any conferences I will be able to attend next school year. I greatly appreciate all that I have learned and hope I will be able to better myself as I work with deafblind students in the future.

Many Thanks,
Gladys McCullough, Hospital/Homebound SPED teacher
Habersham County School System
Clarkesville, GA 30532

Gladys McCullough

APPENDIX C

SAMPLE OF PRODUCTS

Sensory Connections

Publication of the Georgia Deafblind Project *Volume 1 , Issue 1 , Spring 1999*

MESSAGE FROM THE PROJECT COORDINATOR, DR. K. W. HELLER

We are pleased to introduce the first installment of Sensory Connections. Our goal is to provide the reader with information about project activities and to address issues related to the education of individuals who are deafblind. We hope that it can serve to bring parents and professionals closer together . This newsletter will feature articles on a wide variety of topics and provide service providers with some practical ideas which can be used in the home or in the classroom.

Georgia Deafblind Project

The Georgia Deafblind Project is a federally funded project that provides technical assistance throughout the state to families, schools, and agencies in the area of deafblindness. In the state of Georgia there are approximately 290 children and youth who are deafblind. These children have both vision and hearing loss which can severely affect how they gain information about the world around them. These children may have difficulty in such areas as communication, mobility, and self-help skills, as well as learning academic content in school. Teachers, families, and agency personnel need to have specialized knowledge and skills to help children who are deafblind learn and reach their full potential.

The Georgia Deafblind Project provides technical assistance to children and youth with deafblindness from birth to 21 years of age and to their families and service providers. Technical assistance is provided in the form of consultation, school consultation, family support networking demonstration site development, inservices, weekend retreats, summer institutes, loaner bank, material and monograph development, referrals to agencies,and resources. Services may be requested by families of children with deafblindness, school personnel, or agencies.

The Georgia Deafblind Project builds local capacity and resources to provide appropriate services to children who are deafblind throughout the state. For children ranging from birth to three years of age, the Georgia Deafblind Project provides technical assistance through the INSITE Project. Infants and toddlers who are deafblind are provided technical assistance by Parent Advisors (trained teachers) who typically make weekly in-home visits. Additional physical

(cont'd page 2 bottom)

Educational Advisors Program

A special training program for Educational Advisors was held in November 1998 at the Simpsonwood Retreat Center in Norcross Georgia. Educational Advisors provide technical assistance to the parents of children between the age of two and a half to six years of age. The purpose of the program is to assist parents facing the difficult challenges involved with the transitioning from the home to the school environment. Advisors must hold degrees in education and certification is required in related areas of special education. These individuals will be required to attend the Summer Institute on Deafblindness as part of training. Advisors will be available to visit the homes and serve as consultants on an ongoing basis. Our advisors will provide resources to parents and other service providers.

index

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Medical Corner, Etiologies of Deafblindness , D. McJannet (Part I) 2-3

Baby's Corner, Ga. PINES, Paula Forney, Lynn MacFarland 4-6

NEXT ISSUE LOOK FOR: Family Focus with Deborah Harris

Wading Through Unknown Waters:

Parent Perspectives on Children, Disabilities, and the Educational Process

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DIRECTORY OF SERVICES

FOR

INDIVIDUALS WHO ARE DEAFBLIND, FAMILIES, & SERVICE PROVIDERS

Georgia Deafblind Project
1999 Edition

Special Needs Advocate

FRANKLIN CO., GEORGIA VOL. 1 ISSUE 1 AUGUST 1997

Our Mission is to provide a communication channel to serve the families of special needs children in our area, which will be used to distribute helpful information and promote a sense of "connection" to other families.

Inside This Issue

2 **Coming Issues**
What to expect in coming issues

2 **Education**
Working together for your child

3 **Planning for the Future**
Community Trusts

4 **Family Profile**
Meet the Atkins family

5 **Agency Profile**
Georgia Deafblind Project

6 **Resource Phone List**
Important phone numbers to have handy

Welcome

Welcome to the first issue of "Special Needs Advocate."

You are probably wondering who we are and why we are publishing this newsletter. We are Patty and Ken Atkins, of Royston. We are also parents of a special needs child. Like most of you, we were thrown into the special needs world with no preparation. At times, we have struggled to come to grips with the many challenges and frustrations of this life.

We also have discovered many wonderful people in the special needs world and have had more than our share of joy and love. Like many of you, there have been times when we have found it difficult in the midst of medical crises and day-to-day routines to connect with other families, and have had to cope with a sense of isolation.

This summer, Patty has been attending a training class sponsored by the Governor's Council on Developmental Disabilities and has come back from each one with a ton of information and ideas. This newsletter is our effort to "connect" with other special needs families, and to pass on this valuable information. (You can read about our family in this issue's "Family Profile" column.)

This introductory issue should give you an idea of what to expect in future issues. We hope that you find it both interesting and useful. We also hope that you will consider this "your" publication and contribute to it by calling or writing to us. We welcome any and all input.

We specifically need:

- General comments,
- Suggestions of information to be included,
- Ideas for articles,
- Volunteers for family profiles,
- Articles to be included.

Initially you will probably receive this newsletter from your child's school. We are pursuing other distribution channels, such as therapists and doctors' offices. Call us if you need more copies.

We plan to publish this newsletter on a monthly basis, and we would like to use it as a springboard to launch one or more local support groups for special needs families. Our desire is to bring special needs families together to share information, ideas, concerns and needs, as we learn to effectively advocate for our children and families.

Call us at (706) 245-9011. We look forward to hearing from you.

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JASH
1999, Vol. 24, No. 1, 33–43

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The Association for Persons with Severe Handicaps

Parents' Perceptions of Siblings' Interactions With Their Brothers and Sisters Who Are Deaf–Blind

Kathryn Wolff Heller, Peggy A. Gallagher, and Laura D. Fredrick
Georgia State University

This study surveyed parents' perceptions of relationships between siblings and their brothers and sisters with deaf-blindness. Parents' responses to a questionnaire were used to examine parents' perceptions of the types of interactions and interaction difficulties found between siblings and their brothers and sisters with deaf–blindness. In addition, parents shared their perceptions in the areas of communication, visual and auditory adaptations, orientation and mobility, and inclusion. The data indicate that relationships between siblings in this study consisted of unequal roles between siblings and their brothers and sisters with deaf–blindness, with siblings primarily taking on a helping role. According to parents, unique modifications needed to effectively interact with individuals who are deaf–blind were not typically being implemented by the siblings in this study.

DESCRIPTORS: deaf–blind, siblings, relationships

Brothers and sisters can play a critical role for each other in learning about feelings, compromise, and the "give and take" of life (Bank & Kahn, 1982; Dunn, 1983). However, when children have deaf–blindness, their brothers and sisters may have difficulties interacting with them. Visual and auditory impairments may limit children's ability to engage in activities and to communicate effectively with their brothers and sisters. Modifications to activities and augmentative forms of communication may be needed to promote effective interactions. Information about typical sibling relationships may provide some guidance.

Several studies of preschool aged siblings provide insight into typical sibling relationships (Abramovitch, Corter, & Lando, 1979; Abramovitch, Corter, & Pepler, 1980; Abramovitch, Corter, Pepler, & Stanhope, 1986; Lamb, 1978). These observational studies found that the oldest siblings more often initiated activities, both prosocial and aggressive, whereas the younger children tended to observe and imitate more. As preschoolers, the oldest child tended to dominate the relationship; this dominance continued as the children grew older (Abramovitch et al., 1986; Brody, Stoneman, MacKinnon, & MacKinnon, 1985; Dunn & Kendrick, 1982). Sibling groups at ages 4–7 and 8–10 were found to interact in asymmetrical patterns such as teacher/learner with older siblings dominating by giving advice, help, or orders and younger siblings seeking and/or accepting such help (Brody, Stoneman, & MacKinnon, 1982; Stoneman, Brody, & MacKinnon, 1984). However, examination of older sibling relationships across Grades 3, 6, 9, and 12 found progressively more egalitarian relationships across age groups (Buhrmester & Furman, 1990). Thus, relationships in typical siblings appear to become less asymmetrical with age.

Typical siblings engage in a wide range of activities, roles, and games with some differences between boys and girls. Elementary school age girls are more likely to play indoors and to play ritualized games, whereas boys are more likely to play outdoors especially in competitive physical activities. As female siblings age, they are increasingly likely to play together. Male siblings are less likely to play together as they age, possibly due to the types of activities they choose (Brody et al., 1982; Stoneman et al., 1984). The girls' games can accommodate players of differing levels of abilities whereas the boys play games that involve increasingly difficult physical abilities (Newman, 1994).

While we don't yet know as much about sibling relationships when one of the siblings has a disability, research efforts in this area are increasing (Lobato, 1983; Powell & Gallagher, 1993). Naturalistic observations of children with mental retardation and their siblings revealed interesting differences between the typical siblings of children with mental retardation and matched peers of typical siblings without mental retardation. The siblings of children with disabilities tended toward more prosocial and fewer agonistic behavior patterns when compared to matched peers (Abramovitch, Stanhope, Pepler, & Corter, 1987; Stoneman, Brody, Davis, & Crapps, 1987, 1989). The siblings of children with disabilities assumed dominant leadership roles, even when they were younger than their brother

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The authors thank Terry Rafalowski for her input on the questionnaire.

Address all correspondence and requests for reprints to Dr. Kathryn Wolff Heller, Department of Educational Psychology and Special Education, Georgia State University, University Plaza, Atlanta, GA 30303. E-mail: khellergsu.edu

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Screening Protocol for Visual Impairments in Children who are Deaf/Hard of Hearing

Kathryn Wolff Heller, Frances Mary D'Andrea, Pat Walker,
Mark Gasaway, Mary Phagen Kean, & Debbie Parkman

Special thanks to Atlanta Area School for the Deaf for assisting us with field testing this instrument. This instrument was funded by the Georgia Deafblind Project, located at Georgia State University (U.S. Dept. Of Education Grant # H326C990008).

The purpose of this instrument is to screen for a range of vision problems that can occur to children who are deaf or hard of hearing. It is designed for the school system to use as their regular screening instrument for children who are deaf/hard of hearing. Any problems should be referred to an eye doctor for further evaluation. In no way does this screening take the place of regular ophthalmological exams. For questions or training in using this instrument, please contact the Georgia Deafblind Project (1-800-597-2356, 404-651-1262, or SPEDDM@langate.gsu.edu)

Name	Date
Summary of Results	Recommendation ____ Pass ____ Refer for further evaluation

Braille Assessment Checklist

for Persons with Multiple Disabilities

Kathryn Wolff Heller, Ph.D.
Georgia State University

Frances Mary D'Andrea, M.Ed.
American Foundation for the Blind

Lisa-Anne Soucy, MS, BA, CRT
The Lighthouse, Inc.

Mary Beth Caruso, M.Ed., CRT, LCSW
Perkins School for the Blind

Published by the American Foundation for the Blind,
with funds from the Rehabilitation Services Administration, Grant #H246C40008

The purpose of the *Braille Assessment Checklist for Persons with Multiple Disabilities* is to provide a guide to the teacher of individuals with visual impairments and additional disabilities in making literacy decisions. This checklist can be helpful in listing the considerations the teacher should keep in mind while assessing the students. The checklist can be used as an information gathering tool, and a place to summarize all available information from various sources (such as eye doctors, medical doctors, physical and occupational therapists, etc.) so that an appropriate recommendation can be made about learning media in general, and braille ability specifically. The *Checklist* can also suggest areas where adaptations would be useful.

APPENDIX D

PARENT ADVISOR AND THERAPY ADVISOR SAMPLE DATA

TECHNICAL ASSISTANCE REPORTS
SAMPLE PARENT ADVISOR AND THERAPY ADVISOR EVALUATIONS
SAMPLE PARENT EVALUATIONS
SAMPLE PARENT LETTERS

AGENDA
INSITE PARENT ADVISOR TRAINING

Day 1

8:00 - Coffee
8:30 - Welcome, Agenda, Contracts and Expense Statements
9:30 - Background and Rationale for Home Intervention
9:45 - Overview of INSITE Model/Application in Georgia
10:15 - Break
10:30 - What is a Parent Advisor? (Video)
11:15 - Role and Characteristics of the Parent Advisor / Practicum
11:30 - Lunch
12:30 - Working with Family
2:00 - Break
2:15 - Family Focused Interview
3:00 - Who Is the MHSI Child?
4:30 - Dismiss

Day 2

8:00 - Coffee
8:30 - Developmental Assessment of the Child: INSITE Checklist
9:15 - INSITE Curriculum Overview
Planning, Delivering, Reporting, Getting Started
9:45 - Communication Program
10:00 - Break
10:15 - Creating an Environment that Fosters Communication
11:30 - Informal Communication
12:00 - Lunch
1:00 - Informal Communication (continued)
2:00 - Tangible Symbols
2:15 - Break
2:30 - Formal Communication
4:15 - Optional Modes
4:30 - Dismiss

Day 3

8:00 - Coffee
8:30 - Overview of Hearing Program and Hearing Aid Management; Sound and Speech Perception
9:15 - Anatomy and Function of Hearing Mechanism; Causes and Types of Hearing Loss
10:15 - Break
10:30 - Measuring Hearing Loss
11:00 - Putting on Aids; Establishing Hearing Aid Use
11:45 - Lunch
12:45 - Practicum: Audiograms, Parts and Function of the Hearing Aid, Daily Listening Check
2:00 - Break
2:15 - Overview of Auditory Program
2:30 - Auditory Program Phase A and B
4:30 - Dismiss

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Day 4

8:00 - Coffee
8:30 - Who is the Visually Impaired Child?
9:15 - Overview of INSITE Vision Program
9:30 - INSITE Vision Program: Anatomy, Function, Disorders
10:00 - Break
10:15 - INSITE Vision Program (continued)
11:15 - Eye Specialists and Reports Practicum
12:00 - Lunch
1:00 - Normal/Abnormal Motor Development
2:30 - Break
2:45 - Understanding Posture and Movement Disorders
3:45 - Handling, Positioning, Adaptive Equipment
4:30 - Dismiss

Day 5

8:00 - Coffee
8:30 - Vision Program, Topics 6-15
10:00 - Break
10:15 - Vision Program (continued)
12:30 - Lunch
1:00 - Handling, Positioning, Adaptive Equipment (Continued)
2:00 - Self-Care Needs
2:45 - Break
3:00 - Feeding Practicum
4:30 - Dismiss

Day 6

8:00 - Coffee
8:30 - Data Collection
9:30 - Cognition
10:30 - Break
10:45 - Practicum with Children
12:00 - Lunch
12:30 - Application of the Model with Practicum Children
2:00 - Role Play of a Home Visit (Demonstration)
3:00 - Dismiss

AGENDA
THERAPY CONSULTANT WORKSHOP

Day 1

8:30 - 9:00 - Welcome and General Information
9:00 - 9:30 - INSITE Program Model
9:30 - 9:45 - Who is the MHSI (Multihandicapped Sensory Impaired) Child?
9:45 - 10:15 - How the PA and PT/OT Work Together
10:15 - 10:30 - Break
10:30 - 11:30 - Simulation Experiences
11:30 - 12:30 - Parent Readiness/The Grieving Process
12:30 - 1:30 - Lunch
1:30 - 2:30 - Promoting Sensory Motor Responses
2:30 - 3:15 - Developing Communication
3:15 - 3:30 - Break
3:30 - 4:30 - Communication (Continued)

Day 2

8:30 - 9:30 - Anatomy/Function of the Hearing Mechanism and Causes of Hearing Loss
9:30 - 10:30 - Reading Audiograms
10:30 - 10:45 - Break
10:45 - 11:45 - Parts and Function of the Hearing Aid
11:45 - 12:30 - Auditory Program
12:30 - 1:30 - Lunch
1:30 - 2:30 - Anatomy/Function of the Visual Mechanism and Visual Disorders
2:30 - 3:00 - Effects of Visual Loss on Development
3:00 - 3:15 - Break
3:15 - 4:30 - Vision Program

Day 3

8:30 - 9:30 - Paperwork Required in Program - Referral Process, Report Writing, Etc.
9:30 - 10:15 - Assessment/Treatment Philosophy
10:15 - 10:30 - Break
10:30 - 11:15 - Special Problems of the MHSI Child
11:15 - 12:15 - Feeding Problems/Feeding Practicum
12:15 - 1:15 - Lunch
1:15 - 1:45 - Overview of the Developmental Skills Manual
1:45 - 2:30 - Data Collection - INSITE Checklist/Callier/IFSP
2:30 - 2:45 - Break
2:45 - 3:30 - Practicum with Children
3:30 - 4:30 - Assessment of Practicum with Children/Pulling It All Together

GOALS AND OBJECTIVES FOR INSITE WORKSHOP

Goals

The goal of INSITE training is to prepare Parent Advisors to deliver effective the INSITE Home Intervention Curriculum. Such preparation includes the following:

1. An understanding of the rationale for early home intervention and of the whole array of services which make up a complete early home intervention program.

2. An overview of the INSITE curriculum, including the principles, procedures content and sequencing.

3. An introduction on working with parents and other family members in the hor setting, to convey information, teach skills, and provide support as needed.

Within the framework of the workshops, training will address all aspects of th goal but certain definite skill and knowledge objectives have been specified for ea workshop. The trainees' attainment of these objectives during the workshops will serve as an indication of the initial fulfillment of important aspects of the training goal. Other aspects can be achieved only through experience in delivery o the program. Overall effectiveness can be determined periodically by the individua agencies through supervision and data collection.

Objectives for Workshop

1. Describe some of the differing characteristics and needs of MHSI children and their parents from a less severely handicapped population.

2. Name and describe the three major components of the INSITE Model.

3. Describe the INSITE home visit procedure.

4. Describe the flow of curricular areas and how they relate to each other.

5. Describe the major areas, content and sequence of the Communication Progra

6. Demonstrate ability to utilize INSITE developmental assessment procedures with a specific tool, then set relevant child/parent goals.

7. Describe the variations in the Hearing Aid and Auditory Programs for the MHSI child.

8. Describe how they plan to use INSITE curricula with one of their MHSI children presently in home programming.

9. Gain basic knowledge and skills in the following vision related areas:

   a. structure and function of the eye
   b. specific eye disorders and their implications
   c. implications of various types of visual loss
   d. visual developmental sequences

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   e. understanding eye reports
   f. functional visual assessment
   g. visual programming and stimulation

10. Gain basic knowledge and skills as they relate to young children with physical disabilities (C.P.) resulting from brain damage:

   a. implications of varying types of cerebral
   b. principles and techniques for positioning and handling
   c. adaptive equipment
   d. self-care (dressing, toileting, hygiene, nutrition, feeding)

11. Gain skills and knowledge in finding and utilizing a variety of support services.

12. Demonstrate the ability to plan and implement learning activities in the home appropriate to the child's developmental level.

13. Familiarization with a variety of resource materials.

Name: Summary

Technical Assistance Report
for the Georgia Deaf-Blind Preschool Project (INSITE)
1998 to 1999

Please approximate the frequency of technical assistance to parents/service provider: which you have given during the period of October 1, 1998 through September 30, 1999 anc check the appropriate spaces.

I. **What type of technical assistance did you provide to parents?**	No Opportunity	1-5	6-10	11-15	>15 (Indicate
A. **Made referral to:**					
1. Physical or occupational therapy	15	22			
2. Other health care professionals	17	19	1		
3. Early Intervention System	21	19			
4. Educational Programs					
Public	17	19	1	1	
Private	26	6			
5. Respite care	24	12	1		
6. Day care	21	12			
7. Parent groups/organizations					
Local	14	21	2		
National	21	14	1	1	
8. Other parents for support	17	18	1	2	
9. Parent/family counseling	27	6			
10. Other agencies/individuals (specify)______	21	6	1		
B. **Disseminated information/resources**					
1. Articles/books/journals	2	24	7	2	2
2. Media/equipment					
Video tapes	20	10	4		
Audio tapes	24	8	1		
Adaptive toys/switches	6	23	6	1	1
Vision, auditory & other sensory stimulation materials	3	23	7	3	3

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	No Opportunity	1-5	6-10	11-15	>15 (Indicat
2. Media/equipment (cont'd)					
Alternative communication strategies/ materials	20	13	2	1	1
Adaptive equipment for positioning and daily living activities	17	17	3	1	1
3. Local and national organizations and agencies serving deaf/blind children and families	19	17			
4. Correspondence courses for parents	26	10			
5. Workshops or training available for parents locally/nationally	8	28	1	2	
6. Other (specify)________	15	1			
C. Provided assistance or services					
1. How many times did you accompany parents to:					
a. Audiologist	27	8	1		
b. Ophthalmologist	25	11	1		
c. Other physicians					
Pediatrician	30	5			
Neurologist	32	4			
Orthopedist	35				
Other (specify)________	16				
d. Other health related specialists					
Physical therapist	17	14	4	2	
Occupational therapist	20	10	4	2	1
Speech therapist	24	10	2	1	
Other (specify)________	15	5			
e. Center-based programs					
HeadStart	34	1			
Early Intervention programs	26	9			1

	No Opportunity	1-5	6-10	11-15	≥15 (Indicat
e. Center-based programs (Cont'd)					
Special needs day care	29	8			
LSS preschool programs	29	6			
Other (specify)________	21	1	1		
2. How many times did you help parents prepare for meetings with professionals?	4	33	1	2	
3. How many times did you participate in transitioning children to pre-school programs?					
a. Helped parents make initial contact with LSS	19	18		1	
b. Helped parents prepare questions for IEP meeting	16	21	1	2	
c. Attended IEP meeting with parents	23	13		1	

Please indicate the number of families you have served from October 1, 19_98_ through September 30, 19_99_. 4.16

Please also indicate the approximate number of home visits you have made to these families from October 1, 19___ through September 30, 19___. 69.16

II. What type of Technical Assistance did you provide to service providers?

	No Opportunity	1-5	6-10	11-15	≥15 (Indicat
A. Promoted public awareness of the pre-school Ga. Deaf-Blind Project (INSITE) [e.g., brochures, presentations, etc.]	13	17	5	2	1
B. Attended local ICC meetings	30	4	1	2	
C. Made presentations to agencies, upon request, on specific topics	23	12			
D. Provided information on effective practices:					
1. Articles, books, journals, curriculum	15	17	2		
2. Video tapes	27	7			
3. Audio tapes	33	1			

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	No Opportunity	1-5	6-10	11-15	>15 (Indicate)
4. Adaptive toys/switches	22	15	1	1	
5. Vision, auditory and other sensory stimulation materials	17	17	3	1	
6. Communication strategies	16	15	2	1	1
7. Adaptive equipment	25	8	2	1	
8. Workshop or training opportunities	15	16	1		
E. Other (specify)____________________	9	1			
III. What type of Technical Assistance did you receive from the Ga. PINES Program?					
A. Information on program-sponsored or other workshops/inservices	2	24	8	1	
B. Articles, books, videos, etc.	6	21	10	1	
C. Toys, switches, vision stimulation materials, adaptive equipment	13	14	2		
D. Referral to physicians, other professionals, agencies, etc.	15	18	5		
E. Information provided through phone contacts, on-site visits, etc.	4	21	10	2	4

Comments

If there are additional items that have been omitted that are pertinent to you, please a and approximate the frequency. Also, please note any reasons why you could not perfo any specific type of technical assistance (e.g., work schedule, no personnel in are etc.).

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Technical Assistance Report
for the Georgia Deaf-Blind Preschool Project (INSITE)
19 97 to 19 98

Summary Data

Please approximate the frequency of technical assistance to parents/service provid which you have given during the period of October 1, 19___ through September 30, 19___ check the appropriate spaces.

I. **What type of technical assistance did you provide to parents?**

	No Opportunity	1-5	6-10	11-15	>15 (Indica
A. Made referral to:					
1. Physical or occupational therapy	11	18	0	0	0
2. Other health care professionals	12	15	1	0	0
3. Early Intervention System	14	16	0	0	0
4. Educational Programs					
Public	10	18	2	0	0
Private	17	7	1	0	0
5. Respite care	18	11	0	0	0
6. Day care	20	5	0	0	0
7. Parent groups/organizations					
Local	12	18	0	0	0
National	15	12	1	0	0
8. Other parents for support	14	14	2	0	0
9. Parent/family counseling	19	6	0	0	0
10. Other agencies/individuals (specify)________________	11	9	0	0	0
B. Disseminated information/resources					
1. Articles/books/journals	4	16	3	4	4
2. Media/equipment					
Video tapes	9	14	4	0	1
Audio tapes	12	10	2	1	0
Adaptive toys/switches	7	20	2	2	1
Vision, auditory & other sensory stimulation materials	3	20	4	5	2

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	No Opportunity	1-5	6-10	11-15	>15 (Indicate
2. Media/equipment (cont'd)					
Alternative communication strategies/ materials	10	19	2	0	1
Adaptive equipment for positioning and daily living activities	10	22	0	0	0
3. Local and national organizations and agencies serving deaf/blind children and families	14	17	0	0	0
4. Correspondence courses for parents	20	8	0	0	0
5. Workshops or training available for parents locally/nationally	4	24	3	2	0
6. Other (specify)____________________	8	0	0	0	0
C. Provided assistance or services					
1. How many times did you accompany parents to:					
a. Audiologist	18	6	4	0	1
b. Ophthalmologist	19	9	1	0	0
c. Other physicians					
Pediatrician	23	3	0	0	0
Neurologist	22	3	0	0	0
Orthopedist	23	1	0	0	0
Other (specify)__________________	11	0	1	0	0
d. Other health related specialists					
Physical therapist	12	17	1	1	1
Occupational therapist	15	13	1	1	1
Speech therapist	16	10	3	1	0
Other (specify)__________________	10	2	0	0	0
e. Center-based programs					
HeadStart	19	8	0	0	0
Early Intervention programs	16	13	0	0	0

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	No Opportunity	1-5	6-10	11-15	>15 (Indicate)
e. Center-based programs (Cont'd)					
Special needs day care	19	7	0	1	0
LSS preschool programs	16	10	2	0	0
Other (specify)______________	12	1	1	0	0
2. How many times did you help parents prepare for meetings with professionals?	3	21	4	3	1
3. How many times did you participate in transitioning children to pre-school programs?					
a. Helped parents make initial contact with LSS	13	16	2	1	0
b. Helped parents prepare questions for IEP meeting	9	21	3	1	0
c. Attended IEP meeting with parents	10	20	1	0	0

Please indicate the number of families you have served from October 1, 19___ through September 30, 19___. 163

Please also indicate the approximate number of home visits you have made to these families from October 1, 19___ through September 30, 19___. 2536

II. What type of Technical Assistance did you provide to service providers?

	No Opportunity	1-5	6-10	11-15	>15 (Indicate)
A. Promoted public awareness of the preschool Ga. Deaf-Blind Project (INSITE) [e.g., brochures, presentations, etc.]	8	17	7	0	0
B. Attended local ICC meetings	20	7	0	1	0
C. Made presentations to agencies, upon request, on specific topics	18	11	1	0	0
D. Provided information on effective practices:					
1. Articles, books, journals, curriculum	11	14	1	2	1
2. Video tapes	17	8	1	0	0
3. Audio tapes	22	4	0	0	0

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	No Opportunity	1-5	6-10	11-15	>15 (Indicate)
4. Adaptive toys/switches	12	16	2	1	0
5. Vision, auditory and other sensory stimulation materials	8	20	2	2	0
6. Communication strategies	9	18	3	2	0
7. Adaptive equipment	11	19	1	0	0
8. Workshop or training opportunities	11	14	3	2	0
E. Other (specify)____________________	6	0	0	0	0

Comments

If there are additional items that have been omitted that are pertinent to you, please ad and approximate the frequency. Also, please note any reasons why you could not perfor any specific type of technical assistance (e.g., work schedule, no personnel in are etc.).

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Technical Assistance Report
for the Georgia Deaf-Blind Preschool Project (INSITE)
1996 to 1997

Summary Data

Please approximate the frequency of technical assistance to parents/service provid which you have given during the period of October 1, 19___ through September 30, 19___ check the appropriate spaces.

I. What type of technical assistance did you provide to parents?	No Opportunity	1-5	6-10	11-15	>15 (Indica
A. Made referral to:					
1. Physical or occupational therapy	7	3	1	0	0
2. Other health care professionals	8	4	0	0	0
3. Early Intervention System	10	3	0	0	0
4. Educational Programs					
Public	8	4	0	0	0
Private	8	1	0	0	0
5. Respite care	11	0	0	0	0
6. Day care	9	3	0	0	0
7. Parent groups/organizations					
Local	7	4	0	0	0
National	8	2	0	0	0
8. Other parents for support	6	6	1	0	0
9. Parent/family counseling	7	3	0	0	0
10. Other agencies/individuals (specify)________	10	0	0	0	0
B. Disseminated information/resources					
1. Articles/books/journals	7	2	3	0	0
2. Media/equipment					
Video tapes	10	1	0	0	0
Audio tapes	9	2	0	0	0
Adaptive toys/switches	5	6	0	0	0
Vision, auditory & other sensory stimulation materials	5	5	1	1	0

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	No Opportunity	1-5	6-10	11-15	≥15 (Indica
2. Media/equipment (cont'd)					
Alternative communication strategies/ materials	10	1	1	0	0
Adaptive equipment for positioning and daily living activities	4	6	1	1	0
3. Local and national organizations and agencies serving deaf/blind children and families	10	2	0	0	0
4. Correspondence courses for parents	11	0	0	0	0
5. Workshops or training available for parents locally/nationally	6	5	0	0	0
6. Other (specify)__________________	5	1	0	0	0
C. Provided assistance or services					
1. How many times did you accompany parents to:					
a. Audiologist	11	1	0	0	0
b. Ophthalmologist	11	0	0	0	0
c. Other physicians					
Pediatrician	10	1	0	0	0
Neurologist	11	0	0	0	0
Orthopedist	10	1	0	0	0
Other (specify)________________	6	0	0	0	0
d. Other health related specialists					
Physical therapist	9	2	0	0	0
Occupational therapist	9	3	0	0	0
Speech therapist	10	0	0	0	0
Other (specify)________________	7	0	1	0	0
e. Center-based programs					
HeadStart	11	0	0	0	0
Early Intervention programs	8	4	0	0	0

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	No Opportunity	1-5	6-10	11-15	>15 (Indicate
e. Center-based programs (Cont'd)					
Special needs day care	9	2	0	0	0
LSS preschool programs	10	0	0	0	0
Other (specify)______________	6	1	0	0	0
2. How many times did you help parents prepare for meetings with professionals?	5	6	1	0	0
3. How many times did you participate in transitioning children to pre-school programs?					
a. Helped parents make initial contact with LSS	10	2	0	0	0
b. Helped parents prepare questions for IEP meeting	7	5	0	0	0
c. Attended IEP meeting with parents	8	4	0	0	0

Please indicate the number of families you have served from October 1, 19__ through September 30, 19__. 25

Please also indicate the approximate number of home visits you have made to these families from October 1, 19___ through September 30, 19___. 341

II. What type of Technical Assistance did you provide to service providers?

	No Opportunity	1-5	6-10	11-15	>15 (Indicate
A. Promoted public awareness of the preschool Ga. Deaf-Blind Project (INSITE) [e.g., brochures, presentations, etc.]	6	5	0	0	0
B. Attended local ICC meetings	11	0	0	0	0
C. Made presentations to agencies, upon request, on specific topics	11	0	0	0	0
D. Provided information on effective practices:					
1. Articles, books, journals, curriculum	11	0	0	0	0
2. Video tapes	11	0	0	0	0
3. Audio tapes	11	0	0	0	0

	No Opportunity	1-5	6-10	11-15	≥15 (Indicat
4. Adaptive toys/switches	8	4	0	0	0
5. Vision, auditory and other sensory stimulation materials	8	4	0	0	0
6. Communication strategies	9	4	0	0	0
7. Adaptive equipment	3	6	2	0	0
8. Workshop or training opportunities	11	1	0	0	0
E. Other (specify)____________________	5	0	0	0	0

Comments

If there are additional items that have been omitted that are pertinent to you, please and approximate the frequency. Also, please note any reasons why you could not per any specific type of technical assistance (e.g., work schedule, no personnel in a etc.).

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Name: ____________________

Technical Assistance Report
for the Georgia Deaf-Blind Preschool Project (INSITE)
1995 to 19 96

Please approximate the frequency of technical assistance to parents/service prov which you have given during the period of October 1, 19___ through September 30, 19 check the appropriate spaces.

I. **What type of technical assistance did you provide to parents?**

	No Opportunity	1-5	6-10	11-15	≥ (Indic
A. **Made referral to:**					
1. Physical or occupational therapy	9	16	2		
2. Other health care professionals	8	17	2		
3. Early Intervention System	11	16	1		
4. Educational Programs					
Public	7	18	2	1	
Private	14	10			
5. Respite care	17	10			
6. Day care	16	11			
7. Parent groups/organizations					
Local	9	18	1	1	
National	10	16			
8. Other parents for support	7	18	2		
9. Parent/family counseling	21	2	1		
10. Other agencies/individuals (specify)____________	13	4			
B. **Disseminated information/resources**					
1. Articles/books/journals	2	14	5	4	4
2. Media/equipment					
Video tapes	13	9	3	1	1
Audio tapes	16	10			
Adaptive toys/switches	5	11	7	5	1
Vision, auditory & other sensory stimulation materials	5	9	4	5	6

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	No Opportunity	1-5	6-10	11-15	>15 (Indic
2. Media/equipment (cont'd)					
Alternative communication strategies/ materials	9	10	5	2	2
Adaptive equipment for positioning and daily living activities	8	12	5	1	3
3. Local and national organizations and agencies serving deaf/blind children and families	12	16	2		
4. Correspondence courses for parents	17	10	1		
5. Workshops or training available for parents locally/nationally	8	17	3	2	
6. Other (specify)____________	7	1			
C. Provided assistance or services					
1. How many times did you accompany parents to:					
a. Audiologist	16	8	3	1	
b. Ophthalmologist	19	10			
c. Other physicians					
Pediatrician	23	1			
Neurologist	20	5			
Orthopedist	24	1			
Other (specify)____________	7	3			
d. Other health related specialists					
Physical therapist	11	16	1	1	
Occupational therapist	13	15			
Speech therapist	14	15			
Other (specify)____________	11	2			
e. Center-based programs					
HeadStart	26	2			
Early Intervention programs	16	9	2	1	
Regular day care	21	6	1		

	No Opportunity	1-5	6-10	11-15	>15 (Indicate
e. Center-based programs (Cont'd)					
Special needs day care	23	3		2	
LSS preschool programs	21	5	1	1	
Other (specify)______________	10		1		
2. How many times did you help parents prepare for meetings with professionals?	5	15	4	1	3
3. How many times did you participate in transitioning children to pre-school programs?					
a. Helped parents make initial contact with LSS	11	13	1	2	
b. Helped parents prepare questions for IEP meeting	7	16	2	1	1
c. Attended IEP meeting with parents	17	8		1	

Please indicate the number of families you have served from October 1, 19___ through September 30, 19___. 137(29 advisors)

Please also indicate the approximate number of home visits you have made to these families from October 1, 19___ through September 30, 19___. 1540(27 advisors)

II. What type of Technical Assistance did you provide to service providers?

	No Opportunity	1-5	6-10	11-15	>15 (Indicate
A. Promoted public awareness of the preschool Ga. Deaf-Blind Project (INSITE) [e.g., brochures, presentations, etc.]	4	14	6	2	1
B. Attended local ICC meetings	15	8	3		1
C. Made presentations to agencies, upon request, on specific topics	14	10	2		
D. Provided information on effective practices:					
1. Articles, books, journals, curriculum	7	15	2	2	1
2. Video tapes	16	9	1	1	
3. Audio tapes	19	4	1		

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	No Opportunity	1-5	6-10	11-15	≥ (Ind
4. Adaptive toys/switches	8	11	6		2
5. Vision, auditory and other sensory stimulation materials	5	14	4		3
6. Communication strategies	5	15	4	1	2
7. Adaptive equipment	12	7	4	1	2
8. Workshop or training opportunities	11	11	2		2
E. Other (specify)____________	6				

Comments

If there are additional items that have been omitted that are pertinent to you, plea and approximate the frequency. Also, please note any reasons why you could not any specific type of technical assistance (e.g., work schedule, no personnel i etc.).

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Ga. PINES
890 North Indian Creek Drive
Clarkston, Georgia 30021

Parent Evaluation of Parent Advisor

Date Summary Data - 1997-98

Child's Name ______________ Parent Advisor's Name ______________

Please put a check under the heading which best describes how you feel:

I. My parent advisor shows appropriate knowledge of:	ALWAYS	USUALLY	OCCASIONALLY
- Vision and/or hearing disorders and their implications for my child	51	10	1
- Communication skills (ability to communicate)			
with parent	55	7	0
with child	53	8	0
- Appropriate expectations for child	56	6	0
- The emotions that parents experience	53	6	2
- Interpersonal relationships			
with child	56	4	1
with family	56	4	1
- Developing goals for child and family	54	5	2
- Assessment procedures	55	5	2
- Legal rights of the handicapped	41	12	5
- Resources in the community	40	14	6
II. My parent advisor:			
- Keeps scheduled appointments and is on time	47	15	0
- Presents lessons in an organized and prepared manner	51	9	2
- Considers our family needs, as well as my child's individual needs, in planning activities	55	7	0
- Respects and deals fairly with my child	58	5	0
- Provides a well structured learning environment	51	9	0

III. I feel my parent advisor:	ALWAYS	USUALLY	OCCASIONALLY
- Genuinely cares for my child	62	0	0

- Treats me and my family with respect	60	2	0
- Has provided strength and support when I needed it	58	2	1
- Helps me feel worthwhile	58	3	0
- Helps me feel capable	57	3	0
- Has helped me develop into an advocate for my child	56	3	1

IV.	OFTEN	SOMETIMES	RARELY
If the parent advisor has to miss a home visit, does she/he give you notice in advance?	58	4	0
On average, how often does the parent advisor cancel appointments?	2	7	51

On average, how long is each visit by the parent advisor?
8 2 hours 13 1½ hours 43 1 hour 2 30 minutes or less

V. I feel our participation in the Ga. PINES-INSITE Program has benefitted us in the following ways:

PA was a life-saver
Gained knowledge to help child develop
Referral to other programs for help
Helping me learn new things about my child
Helped us meet other families

Advocated for me and taught me about the system

In home services much preferred
Provision of books and materials
Quarterly evaluations provided

Increased potential of child and helped me learn ways to communicate and play with my child

Some of the problems we have experienced in the program are:

Scheduling.

None -the program fulfilledall our needs
Having to leave the program when my child was 3
Wish services could be more frequent
Distance PA or family has to travel to meet together

I would recommend the program to others 63 Yes 0 No

On a scale of 1 to 10 (10 being the best, 1 the poorest), I would give my parent advisor a 9.6 .

Additional comments:

Feel lucky to have had the program

PA cared for whole family
Thank you so much for a wonderfulprgram in my home
PA always friendly and professional, always tried to find answers to questions
Wish program could continue periodically after child starts school
Appreciate advocacy and constant encouragement

Signature of Parent or Caregiver: ______________________

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INSITE Parent Advisor Evaluations

1997 - 1998

	5 Excellent	4 Competent	3 Satisfactory	2 Needs Improvement	1 Needs Considerable Improvement	Did Not Observe	Mean
Preparedness	3	2					4.6
Appropriate objectives	2	2		1			4
Workable objectives	2	2	1				4.2
Ability to change plans if needed	1	1	1			2	3
Presents with ease	3	1	1				4.4
Organizes materials	1	4					4.2
Knowledge of materials	1	3		1			3.8
Creativity	3	1	1				4.4
Models for parents		1	1	2	1		2.4
Involves parents			4	1			2.8
Provides opportunities for parents to gain knowledge and skill	1		3			1	3.5
Realistic challenges	1	2	1	1			3.6
Listens to parent	5						5
Responds with sensitivity	4	1					4.8
Prompt and dependable	3	2					4.6
Enthusiastic	5						5
Flexible	3	2					4.6
Punctual	3	2					4.6
Encourages parental empowerment	2	2				1	4.5
Positive feedback	4	1					4.8
Locates resources	4					1	5
Promotes parent involvement		3		2			3.2
Meets level and needs of parent	2	3					4.4
Interpersonal skill	----	----	----	----	----	----	----
with parent	4	1					4.8
with child	5						5
with supervisor	4	1					4.8
Paper work:	----	----	----	----	----	----	
Punctuality	2	2	1				4.2
Uses forms correctly	2	2		1			4
Lesson plans	2	3					4.4
Assessment	1	1		1	1	1	3
IPP	1			1	2	1	1.8

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PARENT ADVISOR EVALUATIONS 1995-1996

1. Preparedness/ Lesson Plans	Excellent 4	Competent 3	Satisfactory 2	Needs Improvement 1	Mean
Demonstrates Preparedness	13	2	1	1	3.58
Writes Objectives appropriate	11	4	2	1	3.38
Creates Workable Obj.	12	3	2	1	3.44
Demonstrates ability change plans	16	2	2		3.7
Presents Materials Easily	13	2	3		3.55
Organizes Materials	12	3	2	1	3.44
Demonstrates Knowledge of Materials	13	4	2		3.57
Demonstrates Creativity in Activities	11	4	3		3.44
Models for Parents	14	1	2		3.7
Involves Parents in Activities/ Goals	15	1	3		3.63
Provides Opportunities for Parents Gain Skills	15	2	2		3.68
Provides Weekly Changes that are Realistic	15	1	3		3.63

2. Rapport Interpersonal Skills					
Listens to Parents/ Caregivers	16	2	1		3.78
Responds with Sensitivity to Needs	18		1		3.89
Prompt and Dependable	17	1		1	3.78
Enthusiastic	18		1		3.89
Flexible	18		1		3.89
Punctual	16	1	1		3.83
General Skills					
Encourages Parental Empowerment	18		1		3.89
Gives Positive Feedback	17		2		3.78
Locates Resources Family/ Child	18		1		3.89
Promotes Parent Involvement	17	1			3.94
Adapts to Language Level Parents	14	2	2		3.66
3. Overall Interpersonal Skills					
Interpersonal Skills Parent	17		1		3.88
IS with Child	16	1	1		3.83
IS with Supervisor	17		1		3.88

4. Communication to GA Pines Office					
Punctuality	14	4	1		3.68
Uses Forms Correctly	16		2		3.77
Lesson Plans	15	1	2		3.72
Assessment	15	1	2		3.72
IFSP	13	2	2		3.64
5. Overall	14	3	2		3.63

PARENT EVALUATION OF PARENT ADVISOR 1995-1996

	ALWAYS 3	USUALLY 2	OCC. 1	MEAN
MY PARENT ADVISORS KNOWLEDGE:				
Vision/Hearing Disorders	40	1		2.97
Communication skills with parent	41			3.0
....with child	40	1		2.97
Appropriate expectations	38	3		2.92
Emotions parents experience	36	5		2.87
Interpersonal with child	40	1		2.97
Interpersonal with family	41			3.0
Developing IFSP goals	36	5		2.87
Assessments	37	2	1	2.9
Legal rights	32	8		2.8
Community Resources	31	8	1	2.75
MY PARENT ADVISOR:				
Keeps scheduled appts.	32	9		2.78
Presents lesson organized manner	38	3		2.92
Considers our family needs	41			3.0
Respects my child	40	1		2.97
Provides structured learning envirn	40	1		2.97
I FEEL MY PARENT ADVISOR:				
Genuinely cares for my child	41			3.0
Treats my/family respect	41			3.0
Provides strength/support	40	1		2.97
Helps me feel worthwhile	40	1		2.97
Helps me feel capable	40	1		2.97
Developed into an advocate for my child	41			3.0

Ga. PINES
890 North Indian Creek Drive
Clarkston, Georgia 30021

Parent Evaluation of Therapy Consultant

Date Summary Data - 1997-98

Child's Name ____________ Therapy Consultant's Name ____________

Please put a check under the heading which best describes how you feel:

	ALWAYS	USUALLY	OCCASIONALLY
I. My therapy consultant shows appropriate knowledge of:			
- Motor delays/disorders and their implications for my child	15	2	0
- Vision and/or hearing disorders and their implications for my child	16	3	0
- Communication skills (ability to communicate)			
with parent	17	3	0
with child	18	2	0
- Appropriate expectations for child	18	2	0
- The emotions that parents experience	18	2	0
- Interpersonal relationships			
with child	19	0	0
with family	17	3	0
- Developing goals for child and family	18	2	0
- Assessment procedures	17	3	0
- Legal rights of the handicapped	15	3	0
- Resources in the community	13	6	0
II. My therapy consultant:			
- Keeps scheduled appointments and is on time	17	1	2
- Presents activities in an organized and prepared manner	16	4	0
- Presents activities in a creative way oriented to the needs of my child	18	2	0
- Considers our family needs, as well as my child's individual needs, in planning activities	18	2	0
- Respects and deals fairly with my child	18	2	0
- Provides a well structured learning environment	17	3	0

III. I feel my therapy consultant:	ALWAYS	USUALLY	OCCASIONALL
- Genuinely cares for my child	19	1	0
- Treats me and my family with respect	20	0	0
- Has provided strength and support when I needed it	19	1	0
- Helps me feel worthwhile	19	1	0
- Helps me feel capable	19	1	0
- Has helped me develop into an advocate for my child	19	1	0

IV.	OFTEN	SOMETIMES	RARELY
If the therapy consultant has to miss a home visit, does she give you notice in advance?	18	1	1
On average, how often does the therapy consultant cancel appointments?	3	3	14

On average, how long is each visit by the therapy consultant?
2 2 hours 7 1½ hours 10 1 hour 1 30 minutes or less

V. I feel our participation in the Ga. PINES-INSITE Program has benefitted us in the following ways:

Due to therapy in home, child's progress has been tremendous.
Creative ideas on how to work with child in home were provided.
Program was a Godsend - gave support and therapy when no one else could.
Increased our knowledge of our child and helped us to relate to our child.
Would not be where we are today without program therapist.
Helped us meet other parents/professionals.
Home visits helped us adapt and gave us ideas and direction.

Some of the problems we have experienced in the program are:

None
Scheduling
Only wish therapist could come more often!

I would recommend the program to others 20 Yes 0 No

On a scale of 1 to 10 (10 being the best, 1 the poorest), I would give my therapy consultant a 9.7.

Additional comments:

Gave ideas about constructing own equipment, thereby saving money.
We've been thrilled, program is a miracle.
Thanks for everything.
Always went above and beyond, always kind and considerate, integrated communication with therapy.

Signature of Parent or Caregiver: ____________________

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THERAPY CONSULTANT EVALUATIONS 97-98

Observed Skills	Unsat. 1	Fair 2	Good 3	Very Good 4	Excellent 5	Mean
Home Visits						
Makes initial appt. promptly				6		4
Consent form filled out				3	1	4.25
Physician's form obtained			1	3		3.75
Completes initial eval.				4		4
Completes eval. report				4		4
Follows report format				4		4
Completes 6 mos. follow up report		2	2	2		3
Assists with additional services				3	3	4.5
Reliable with scheduling				3	3	4.5
Makes joint visits with PA		1	1	4		3.5
Follows a plan			1	1	4	4.5
Breaks objectives into steps			1	1	4	4.5
Leaves meaningful challenges			1	4	1	4
Informs family of program services and materials				5		4
Follows procedures for check-out of materials				3		4
Prescribes needed adaptive equipment				5	1	4.2
Assist family in getting equipment				5	1	4.2
Completes weekly reports					6	5
Completes monthly expense statements					6	5
Sends in all reports on time				3	3	4.5
Rapport						
Consultant and family				1	5	4.8
Consultant and child				2	4	4.7
Consultant and PA				1	1	4.5

Consultant and supervisor					6	5
Matches language and style to family				1	5	4.8
Alert to parents' feelings				1	5	4.8
Empathizes with parents' feelings				2	4	4.7
Reacts non-judgmentally				1	5	4.8
Reinforces appropriately				2	4	4.7
Involves all present			1	4	1	4
Keeps parents on task				2	4	4.7
Includes parents'/PA's needs			1	3	2	4.2
Teaching						
Gives parents options/choices				3	3	4.5
Encourages parents to initiate solutions				3	3	4.5
Encourages generalization			1	5		3.8
Gives parents credit				2	4	4.7
Involves parents in planning			2	3	1	3.8
Demonstrates knowledge of material			1	1	4	4.5
Is adequately prepared				1	5	4.8
Chooses appropriate activities			1		5	4.7
Reviews skills with parent			1	5		3.8
Involves parents/PA in choosing activities			2	4		4.3
Places child in max. potential environment			1	2	3	4.3
Models skills				3	3	4.5
Observes parents doing skills		1	2			2.7
Makes corrections in parents' skills		1		1		3
Accepts input from parents				6		4
Writes challenges for the week			3	3		3.5
Exemplifies skills to be taught			1		5	4.7
Answers questions well				4	2	4.3

PT/OT CONSULTANT SKILLS 1996

	EXCELLENT 5	4	3	2	POOR 1	MEAN
Prompt initial appt.	2	1	1	0		4.25
Consent filled out first	3	1	0	0		4.75
Prompt M.D. consent	1	3	0	0		4.25
Completes initial eval. in 2-3 sessions	3	1	0	0		4.75
Completes initial eval. report within 1 month	2	1	1	0		4.25
Follows eval format	3	1	0	0		4.75
Completes 6 mon. follow-up reports	1	1	0	1		2.75
Assists scheduling diagnostic services	2	1	1	0		4.25
Reliable in keeping schedules	2	2	0	0		4.5
Schedule joint visits with PA	1	0	2	1		3.25
Follows appropriate home visit plan	2	2	0	0		4.5
Breaks objectives into manageable & functional units	1	3	0	0		4.25
Leaves meaningful, functional challenges	0	3	1	0		3.5
Informs family of specific available materials	1	3	0	0		4.25
Follows program procedures	3	1	0	0		4.75
Prescribes necessary adaptive equip.	2	2	0	0		4.5
Assists in procuring adaptive equip.	2	2	0	0		4.5
Correctly completes weekly reports	3	1	0	0		4.75
Correctly completes expense statements	4	0	0	0		5.0

Consistently sends all forms	3	0	1	0		4.5
Rapport with family	2	2	0	0		4.5
Rapport with child	3	1	0	0		4.75
Rapport with parent advisor	1	0	1			4.0
Rapport with supervisor	4	0	0			5.0
Matches language and style to family	3	1	0			4.75
Alert to parent's concerns	3	1	0			4.75
Empathizes with and normalizes parents' concerns	4	0	0			5.0
Reacts non-judgmentally	4	0	0			5.0
Reinforces appropriately	1	3	0			4.25
Involves all present during home visit	2	1	1			4.25
Keeps parents on task tactfully	2	2	0			4.5
Solicits input	1	1	2			3.75
Gives parents options	2	2	0			4.5
Encourages parents to initiate solutions	1	3	0			4.25
Encourages parents think how skill used other situations	1	3	0			4.25
Gives parents credit for imporovment/innovation	3	1	0			4.75
Involves parent advisor	1	1	2			3.75
Demonstrates knowledge	2	2	0			4.5
Adequately prepared	2	2	0			4.5
Chooses appropriate activities	3	1	0			4.75
Reviews skills with parents	0	3	1			3.75
Involves parents/PA in choice of activities	0	3	1			3.75
Places child in "maximum-potential" environment	1	3	0			4.25
Models skills	0	4	0			4.0

Observes parent practicing skill	0	1	1	1		2.25
Makes any necessary corrections in parents' performance	0	1	1	1		2.25
Accepts input	0	4	0			4.0
Writes challenge for week with parent	1	2	1			4.0
Is a good example of skills parent needs to learn	3	1				4.75
Answers parents/PA questions adequately	3	1				4.75

PT/OT PARENT EVALUATIONS 1996

	OCC. 1	USUALLY 2	ALWAYS 3	MEAN
MY PHYSICAL/OCCUPATIONAL THERAPIST SHOWS KNOWLEDGE OF:				
Motor Delays/Disorders	0	0	7	3.0
Vision/Hearing Disorders Implications	0	1	12	2.9
Communication skills with parent	1	1	10	2.75
Communication skills with child	0	1	13	2.92
Appropriate Expectations	0	0	14	3.0
Emotions that Parents Experience	1	1	11	2.76
Interpersonal relationship with child	1	0	13	2.85
Interpersonal with family	1	2	10	2.69
Developing IFSP goals	1	3	9	2.61
Assessments	0	3	10	2.76
Legal rights	2	2	8	2.5
Community Resources	1	7	5	2.3
MY PT/OT:				
Keeps scheduled appts.	0	5	7	2.58
Presents lesson organized manner	0	0	13	3.0
Activities in a creative way	0	0	14	3.0
Considers our family needs	0	1	13	2.92
Respects my child	0	0	14	3.0
Provides structured learning environ	0	2	11	2.84
I FEEL MY PT/OT:				
Genuinely cares for my child	1	0	13	2.85
Treats my/family respect	0	0	14	3.0
Provides strength/support	1	2	10	2.69
Helps me feel worthwhile	0	0	14	3.0
Helps me feel capable	0	1	13	2.85
Developed into an advocate for my child	0	0	11	3.0

the developmental rate, the child's predicted score is 12 when the post intervention chronological age is 52 months (.23 x 52). This predicted score thus becomes a standard against which to compare actual post-test information. The predicted score represents developmental change due to maturation alone; the actual score represents maturation and developmental change due to treatment. Ideally, the actual score should exceed the predicted score.

A summary of Callier-Azusa data for INSITE children during the 1995-97 year is shown in Table 2. The number of cases may vary when some children may not receive all parts of the test.

Table 2*

* For Georgia & Tennessee

Summary of Callier-Azusa Pre/Post Scores
1995-1997

	Motor Development (MD)	Perceptual Development (PD)	Daily Living (DL)	Cognition, Communication, Language (CCL)	Social Development (SD)
Mean:					
Pre	8.0	12.5	11.0	7.7	9.4
Post	11.2	17.2	15.2	10.9	12.7
Predicted	10.0	17.0	14.6	10.5	12.4
Did the actual post-score exceed the predicted score?	yes	yes	yes	yes	yes
Number of Cases	111	110	109	110	110

APPENDIX E

SAMPLE DATA FOR TRAINING AND EVALUATION OF TEACHERS
SAMPLE DATA FOR SUMMER INSTITUTES
SAMPLE DATA FOR WEEKEND RETREATS

HELEN KELLER NA NAL TRAINING TEAM
PROFESSIONAL TR NING CONFERENCE

Simpsonwood Retreat Center
Norcross, Georgia
July 13 - 15, 1999

5+ = SUPERB 5 = EXCELLENT 4 = GOOD 3 = ADEQUATE 2 = FAIR 1= POOR

TOPIC	5+	5	4	3	2	1	N/A
1. Welcome Remarks	3	17	4	2			1
2. Etiology: Causes of Deaf-Blindness	9	16	1	1			
3. Orientation & Mobility and Deaf-Blindness	3	9	11	2	1	1	
4. Team Building Skills	3	10	2	1			11
5. Independent Living Skills	6	13	3	5			
6. PFP: Personal Futures Planning	4	13	10				
7. Case Studies	14	9	2	1			1
8. Family Issues	7	14	4	1	1		
9. Communication	7	13	6				1
10. Marketing with a Business Perspective	10	12	3	2			
11. Future Dreams and Plans	4	14	4	5			

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COMMENTS:

1. Welcome Remarks
   a. Quick and to the point.
   b. Very enthusiastic as usual, Kay! Thanks for all your hard work.
   c. Informative, complete and helpful; presented in a positive, energetic way.
   d. Presented well with a warm, friendly smile. A very good hostess!!
   e. Kay is always energetic and enthusiastic. It puts us in the mood to listen and learn.
   f. Look forward to receiving a list of participants as a reference reminder. Thank you very much for arranging everything so well - prepaid, CRC, etc.
   g. Well organized.
   h. Thanks. You made us feel welcome.
   i. Very well organized and friendly.
   j. Yeah, Kay!

2. Etiology: Causes of Deaf-Blindness
   a. Very clear and specific. The updates were so helpful!
   b. Very well paced - very informative.
   c. Very enlightening - This understanding assists in finding best ways to communicate based on "type of impairment."
   d. Very good, complete information presented in a manner which kept the listeners' attention and prompted thoughts and questions.
   e. Presenter was knowledgeable. Might have involved the entire group in experiential exercise. I felt uncomfortable that Mark was not getting all the information during the explanation to the group. Might he have been more comfortable against the wall rather than in the middle of the floor?
   f. Very informative!
   g. Presentation was well prepared and educational.
   h. Very good background information that gave us what we needed to get the most out is the remainder of the training.
   i. Very informative and helpful. Slide presentation demonstrating different visual disorders was excellent.
   j. The presenter was very knowledgeable about the subject. Excellent presentation.
   k. Very interesting and helpful.
   l. Very educational.
   m. This is always such useful information. Thanks for being up to date.
   n. Very informative - covered a lot of material that I had no prior knowledge of.
   o. Handouts were a "5"(excellent). Presentation was "?" - needed a microphone, could not hear her even when she moved closer.
   p. Wonderful information.

3. Orientation and Mobility and Deaf-Blindness
    a. I understand time was limited, but I didn't feel like there was quite enough detail. The activity was nice.
    b. Great activities.
    c. Even with technical difficulties, this was excellent. The hands on exercises gave good insight - thought provoking.
    d. Would have liked more info about evaluations and how to read/use in transition planning.
    e. Enjoyed the information shared with the group.
    f. Missing slide capability detracted greatly - presentation was difficult to follow.
    g. Very good hands on demonstration.
    h. Simulations helpful.
    i. Doug did a good job despite a technology breakdown.
    j. Very informative - kind of ran issue into issue that made it hard to follow.

4. Team Building Skills
    a. Activity was very good. Made me think!
    b. Good - interesting.
    c. Good, interesting
    d. Well presented and interesting.
    e. Scary being a "student" but I learned a lot.
    f. Always interesting. The puzzle activity was a good starter.
    g. Very informative - kind of ran issue into issue that made it hard to follow.
    h. I was beyond "mentally dead" by 7:00pm. Sorry but I just could not make it Wednesday evening.
    i. Disagreeable stomach - too much good food. I'm sorry I missed this class if it was as good as the others and I'm sure it was fun too. ☹

5. Independent Living Skills
    a. Activities were great, but I wish both groups of people would have gotten to play both roles (I understand the time issue).
    b. Great activities.
    c. Good insight - examples/hands-on help us to understand frustration levels.
    d. Very good. Hands-on followed by explanation was beneficial.
    e. Interesting!
    f. I enjoyed this so much. Learned a lot of things that were very interesting.
    g. Gave participants a feel of the fear, patience required, etc. that deaf-blind people know while trying to learn new skills.
    h. This was a very good experience and well designed and organized.
    i. Wish we could have played both roles.
    j. Very good practical experience. Good job.

6. PFP: Personal Futures Planning
   a. Enjoyed the maps and hearing other group's stories.
   b. Good interactions.
   c. Good to get the whole person/picture - helps to meet clients' needs and goals.
   d. Very helpful tool and the opportunity to hear about and picture this was welcomed. Practice, practice, practice.
   e. Information shared was interesting, informative and also sad. We have a lot to be thankful for.
   f. Good reminder of the importance of choice and ways to help the client make choices - help staff of agencies with a technique for fuller understanding of diagnosis of clients.
   g. A good concept. Pictures are good for illustrating the concept, but impractical for everyday use.
   h. Helpful in realizing it's important to know history of the client, his personality and support group.
   i. This would have been hard had we not had experience.
   j. Very helpful - makes a lot of sense.
   k. Good handouts! Enjoyed group interaction - brings the group together and good for shared learning.

7. Case Studies
   a. What an awesome family!
   b. Highlight of the conference. Wonderful!!
   c. Helpful. Very interesting.
   d. WOW! Very effective. Certainly grabbed and kept everyone's attention. This family's openness and willingness to share was wonderful. Especially effective from this age/stage of life perspective.
   e. This case study was touching. The involvement from the family is superb. I wish everyone had that kind of support.
   f. Very interesting to hear from each family member, VR counselor and employer regarding their awareness of the disabilities. Much better to have actual family instead of a role-playing situation.
   g. Exceptional family/young man-Paul.
   h. Educational and informative.
   i. Really enjoyed meeting the family.
   j. Having Paul and his family share with us was very effective and you really got a bonus in having Mark as a participant for this workshop. What a wonderful positive individual he is.
   k. Great presentation.
   l. Thank you - a beautiful family.

8. Family Issues
   a. I liked this a lot! I have seen presentations on Family Issues before, but this was much more understandable and believable.
   b. Thanks!
   c. Issues of children of d/b parents also need to be addressed. Many are the same but different.
   d. This was good information. The whole family is impacted and involved.
   e. Enlightening and a good reminder that the client comes with a whole package of people and things that impact him/her.
   f. Very informative and well prepared.
   g. Seemed less relevant to my work than some other sections of training.
   h. Can be shortened when necessary. Most of items are self-explanatory.
   i. Good, useful info.
   j. Attitude and Choices. Can put these handouts to work! I do a lot in self-esteem communication, disability awareness, and I can add this to my material.

9. Communication
   a. Nice overview of options and fun activity.
   b. Wonderful to have the businessman involved.
   c. Great. A lot of new ideas and information.
   d. Informative. Good reminder that situations do not always remain stagnant - only change (and time is a consideration, I'm sure) is nice for giving the opportunity to work with all (or most) forms of communication.
   e. Communication is so important. I commend the deaf-blind persons on this because it is not an easy function.
   f. Thanks for emphasizing PREFERENCE!
   g. A frightening experience when someone closed the door in front of me and I had little or no depth perception.
   h. Blindfold/restricted vision - good experience helped understanding.
   i. Exercise helpful.
   j. Thanks for allowing the questions and discussion which took a chunk of your time but was very positive.
   k. Choice is important. (Abstained from rating because I am "mentally dead" after 2:00 and it was a L-O-N-G day.)

10. Marketing With a Business Perspective
   a. Got some good ideas about marketing techniques, the processes to use and the resources to tap into.
   b. Well prepared - tailored to my interest. I have had my job restructured and now I have the tools to empower myself in planning job development.
   c. Important information - good perspective into what we need to do, how to present ourselves and our clients to the business sector.
   d. Good give and take between presenters who seem to have experience/knowledge. It would have been helpful if they had known their

audience better - a group of veterans with a number of years experience, for the most part not working full time as job developers. Somewhat repetitive, could have probably been done in less time and audience participation could have probably livened it up.

e. I need more of this!

f. This topic was an eye-opener. You really don't know what happens behind closed doors. Very informative and well presented.

g. I was a former employment manager and job coach (10 years ago). I wish I could have had this training back then. Excellent! I will pass this information on to our marketing staff. Very good handouts.

h. Good info but quite basic. Many of the seminar participants have quite a bit of placement expertise.

i. Excellent.

j. Invited guest speaker, Ken Harris, was excellent! Great to hear his advice and perspective. Format was interesting, useful and informative; a bit long though.

k. Something I know nothing about. I will pass it along.

l. Super job - wish we could have had a day of this.

m. Skit was very good but too long. Message of skit was heard early on. Thanks for the handouts. I love handouts.

n. Thanks. The colored titled overheads were hard for me to see. Please change. The speakers voices carried very well. Very helpful techniques.

11. Future Dreams and Plans

a. Obviously, I wish we would have had more time for this section because I think many people don't get to use the matrix to plot out things/activities around preferences or even figuring out how to incorporate things into the daily schedule.

b. Very good - helpful.

c. Good closure. Brought things together with an eye toward what's to come.

d. The stories were funny and interesting. I will remember not to just settle. Go for it.

e. We'll see if I manage to complete my plan.

f. Loved your stories, Sister Bernie!

g. With a little creativity, I can apply this to my older population - most are over 50 and visually impaired. Got a lot from the hard to place.

h. Good shared experiences to share again. Wonderful. ☺

ADDITIONAL COMMENTS:

a. I really enjoyed these past two days. I am always looking for new information and ideas plus I enjoyed meeting all the people who attended. It was a really great group of people. All the presenters did a very nice job and seemed to really know what they were talking about and presented it in a way that was very natural, fun and functional. THANK YOU! The facility(and food) was wonderful! I guess you can see I am very pleased I took the time to attend this workshop. Again, thank you!

b. There must be a better way for you to get your demographics, etc. without respondents using their SSN or other identifying info. I am taking a risk in being honest, aren't I? This was a wonderful experience. I would have preferred to have Deaf-Blind contact more and some more training on mobility help - helping as a SSP: hands on.

c. Good planning but time slots could have been better and not skip around so much. Overall great job!!

d. Many, many thanks. It was wonderful! I got so very many new ideas - not to mention the basis for networking!

e. I have enjoyed being here. Personally I thought it would be boring, but now I feel "empowered." Thank you and I will refer my team to future events. I will keep in touch on the web site. Wish you well on your journey and mission. The team was warm and courteous.

f. I very much appreciate the opportunity to participate in this training and thank all who were involved in the sponsoring and training. I hope this will be the first of many in the future. I would love to see a program specializing on interpreting issues for deaf-blind with various needs.

g. Thanks to HKNC staff and thanks to our interpreters. Facility was wonderful, although it could have been a bit less air conditioned at times. We all need to work together to gain more participation by local area school system consultants for programs for exceptional children. Speech-hearing consultants.

h. I need info about how service providers work together in transition process and what happens when one agency breaks down and does not deliver service. What can others involved in getting students to work do?

i. My stay here was wonderful. I would like to attend more conferences dealing with this area. All the presenters were organized and pleasant. They took out time to answer questions and with a friendly attitude. Continue with what you are doing. This was very educational for me. I learned so much and will definitely share it with my co-workers.

j. Food was wonderful! Setting was very relaxing and lodging was great. No complaints!

k. The information was delivered in a superb manner. The knowledge gained from this conference will enable me to perform my job duties in a more effective way. This has been a wonderful learning experience. I would highly recommend this training to my co-workers and business partners.

l. Audio level in room could be amplified for those of us who are hearing and not sign readers.

m. Food was good and plentiful. Great location. Possibly incorporate a video on one of the topics for variety.

n. Great info! Keep mailing our info.

o. Really enjoyed this workshop - was nice to be with a variety of professional role representatives in the audience. Good job and thanks.

p. Thanks!

q. (1)Great location, absolutely loved it and the meals were good also. (2)Eliminate those evening classes. For some of those with disabilities and/or "age," it was hard. In addition, I am a morning person. (3)No Shows: suggest you have a refundable deposit for those who attend 75% of the workshop. I know it might be a little more work. However, if you have 9 or 10 "no shows" you saved $500.00. Remember - it's a refundable deposit. (4)This was a very informative workshop. I am impressed and I am hard to impress. The workshop was well-organized, but more importantly, it was a workshop and NOT a social event. Thank you. P.S. Clinton gets an "A" also. (5)Yes, I would recommend it to others. (6)Paul was not typical of our deaf-blind people. Some, not all, of ours have attitude problems. Perhaps a seminar on working with "difficult" folks. P.S. I really appreciate Sister Bernie's approach ("Tough Love").

r. Thanks for the many aspects brought out. Thanks for the time given to questions - long or short - we were not rushed. How will I ever remember all this wonderful info?

s. This was the best conference I have attended. The information was very helpful. The speakers were very good and knowledgeable about their subjects. They provided information with fun. Very human. I also appreciate the fact that this was not a social event for "hobnobbing." Well organized, beautiful place and wonderful food. Good place for a conference. Great for looking, listening and studying - the real reason for being here. Thanks. Very good hand - outs. ☺

HELEN KELLER NATI[illegible]. TRAINING TEAM
PROFESSIONAL [illegible]RAI[illegible]G CONFERENCE

Simpsonwood Retreat Center
Norcross, Georgia
June 8 - 10, 1999

5+ = SUPERB 5 = EXCELLENT 4 = GOOD 3 = ADEQUATE 2 = FAIR 1= POOR

TOPIC	5+	5	4	3	2	1	N/A
1. Welcome Remarks	3	5	4	1			4
2. Etiology: Causes of Deaf-Blindness	4	8	3				2
3. Orientation & Mobility and Deaf-Blindness	4	6	5				2
4. Team Building Skills	4	4	3	2			4
5. Independent Living Skills	8	3	3		1		2
6. PFP: Personal Futures Planning	4	9	2				2
7. Case Studies	7	4	2	1			3
8. Family Issues	7	6	2				2
9. Communication	5	7	3				2
10. Marketing with a Business Perspective	7	4	3				3
11. Future Dreams and Plans	3	3	2				9

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COMMENTS:

1. Welcome Remarks
   a. Fine.

2. Etiology: Causes of Deaf-Blindness
   a. This is repetitious for me and yet I still learned some new things.
   b. A nice overview for all.
   c. Excellent.
   d. I had never heard of CHARGE Syndrome.
   e. Great info.

3. Orientation & Mobility
   a. Maybe add different cane styles and discuss the use of guide dogs by the deaf-blind.
   b. The slide presentation, simulator "tunnel vision" glasses and blindfolds were helpful in gaining a new perspective.
   c. Good overview. Hope to take part in a workshop that expands the info.

4. Team Building Skills
   a. Not enough time was allowed for this part.
   b. Nice - good conversation and thoughts in the discussion after puzzle exercise.
   c. To use the "deposit" system to give to others - by helping others your help yourself. By making a "deposit" first, it becomes easier to contact the person you have "helped" when you need information or services from them in the future.

5. Independent Living Skills
   a. A great amount of info was shared.
   b. My favorite part. It made me realize all the different ways there are to do daily tasks such as making a sandwich and finding the way that is best for the individual.
   c. The hands on activities and "Sister Gadget" presentation were wonderful!! ☺
   d. Fascinating - learned a great deal. Very beneficial.
   e. Stressful but thought provoking.
   f. Learned tools to put to use. Thanks!
   g. Very eye-opening. I enjoyed the hands-on portion.

6. PFP: Personal Futures Planning
   a. It would have been nice to have used real people present as examples.
   b. I liked the hands on part. Now I just need to do this for my students.
   c. Would like to see more explanation of the (oops - happening tomorrow!).
   d. Very nice.

    e. Great tool to use for all our consumers, as it is more detailed than IL plan we use now.
    f. Never mapped before. Really enjoyed learning how.
    g. To use the mapping process as a means of learning as much as possible about a given student - in order to plan a program matched to the student - in order to provide the best services possible. This process would be an excellent way to find out about a student's preferences.

7. Case Studies
    a. It was wonderful for the family to come and share their experiences.
    b. Paul and his family - the support system was marvelous. I would love to see into the future for Paul!
    c. This was awesome!!
    d. Would have liked to delve into the psychological issues of family - to hear how they handle and deal with all their feelings.
    e. Very informative. Paul is a very talented and unique individual.
    f. Very informative. Interesting.
    g. Brought deaf-blindness to a personal level.

8. Family Issues
    a. A family was used as an example. It was great.
    b. I liked that you focused on sibling issues. I wish we had more counselors that specialized in dealing with families of people with disabilities.
    c. Very good for *all* people - disability or not.
    d. Excellent. Very thought provoking.
    e. Family support.
    f. This is vital to understanding the student.

9. Communication
    a. Such a great presentation. I never realized all the ways there are to communicate.
    b. Very difficult to do justice to communication in two hours but a nice summary. Communication activities were very nice and helpful.
    c. Excellent. Learned so much. Maybe shorten.
    d. Lots of ideas . . .
    e. Great overview.

10. Marketing with a Business Perspective
    a. This was really beneficial for my work.
    b. I got some great ideas. Now I just need to implement them! ☺
    c. Magnificent - would have liked this to have been longer.
    d. New approach, useful to any person without a business mind.
    e. It was good to know the employer's perspective. Attitudes do need to change.
    f. WOW!

g. To remember how the terminology/techniques used by the corporate world apply to educators. By researching the ways advertisers are successful, we, in education, can learn how to market our programs(products). I did not know how poor the employment rates were for persons with disabilities.

11. Future Dreams and Plans
  a. A nice way to wrap up the conference.
  b. Fine. Rushed - need to restructure a bit.

ADDITIONAL COMMENTS:
  a. Hopefully there will be a good number of DRS staff especially account reps who will attend this next month. Issues on employment should be focused upon more intensely and given more time.
  b. Good speakers and examples.
  c. Truly enjoyed the two days I spent here. A very nice general conference that touched a bit of many areas of deaf-blindness. I wish more teachers had been able to attend. I will spread the word for the July conference.
  d. Excellent accommodations - lodging, food and cookies. Bernie really knows her stuff! Want a longer employment piece. Gadgets??!!
  e. Maps and other techniques would be helpful to teachers of students with any disabilities.
  f. The presentations were relevant, informative and well organized.
  g. Excellent practical advice. Well organized information. Thank you.
  h. So much of what we have learned about training the deaf-blind can be applied to everyone.
  i. Starting time was 12:00 on Wednesday made us think that lunch would be provided, but it wasn't! Directions were wrong, hard to get here, but it sure was worth the trip! It was wonderful and I can't imagine why more disability folks weren't here. The trainers were excellent, especially Bernie, whose manner of speaking was precise, powerful and obviously backed by experience and a wealth of knowledge. My room here was wonderfully accessible, but I didn't need it, whereas someone who did need it was in a room that was not accessible! Interpreters were great! This was a wonderful place that I will recommend to others. Thank you, thank you, thank you for allowing us to be here. Networking opportunity was terrific! I would be great to have a list of participants so we can continue to be in touch.
  j. It was a wonderful conference. I learned so much. It truly opened my eyes to the disability of deaf-blindness and gave me the motivation to continue learning. Thank you.
  k. This conference opened my eyes to new ideas.

Summer institute Inservice evaluation
24-Jul-99

Perfect Score = 5.0

Total Participants = 24	Excellent 5	4	3	2	Poor 1	Mean Score	Total Mean
1. The Organization of the inservice	13	5				4.722222222	
2. The content of the inservice	13	4	1			4.666666667	
3. The work of the presenter	13	3				4.8125	
4. The scope	10	6	1			4.529411765	
5. Overall the inservice was	12	4	1			4.647058824	4.675571895

	Strongly Disagree 1	2	3	4	Strongly Agree 5
6. I learned new information in this service.			1	4	13
7. My attendence at this inservice should prove beneficial.			1	4	13

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July 24, 1999 Summer Institute Inservice

Evaluation Comments.

Comments

1. What changes in attitudes, knowledge, or skills occurred in this inservice?
   a. I see a less school-centered approach in helping students to become who they want to be.
   b. I understand what a MAP is, but am insecure in using the process at this point.
   c. I found a new organization for discussing the future of my students with their parents.
   d. I gave myself permission to dream and realized that I needed to know more about my students' dreams. I feel more confident in my skills at discovering these dreams.
   e. My knowledge was very limited, so I gained a lot of information and new skills. I was very nervous about working with my new students and although I still have much to learn, I feel a little more confidants.
   f. I'll be able to help a blind child become more confident.
   g. Change in attitude about time issue/frequency of explanation needed. Learned skills in protective travel placement with visual impairments, CVI, usher info, visual and orientation stimulus.
   h. I learned a lot about how important communication "What is going to happen" and " where we're going" is. Also interacting with Deaf/Blind and blind
   i. More awareness
   j. Gave me many ideas for working with my students.
   k. I have learned many techniques in communication and mobility that I will be able to take back to school with me.
   l. It opened my mind to taking the step of doing what I intuitively thought was the right thing-looking beyond school and the social services system for meaningful answers for life plans.
   m. Thanks for the opportunity to try another way.
   n. Learned two new ways to address what can be considered "unrealistic" expectations; how to be proactive in dealing with parental/student dreams
   o. New knowledge regarding MAPS, different ways to use and create a plan.
   p. Would like to have the opportunity to practice this approach to MAPS-Path.

2. Please describe what you plan to do differently as a result of this inservice?
   a. I'd like to try to initiate this process in small doses, building confidence in my skills as facilitator in stages.
   b. Plan to talk more to parents about their dreams and nightmares for their children and to listen to them more.

c. I would like to do this with my students and parents to help plan for my classes and for the students' future.

d. I plan to try MAPS with my students and parents.

e. I now have new skills and ideas to try. I will limit the clutter of my room and try to organize it more efficiently. I can work on communicating with my new student and informing her about and facilitating her exploration of her environment.

f. Remove clutter from room. Would like to learn more about behavior problems.

g. Sighted guide with my ambulatory students; bright colored scarf for teacher, use movement with CVI student.

h. This should improve my interactions with my students.

i. Have other staff members aware about characteristics of deafblind and guidelines to their use.

j. Teach more orientation. I would like more info on how to work with blind students in wheelchairs.

k. Work with the parents to include significant people in their children's lives, in a process of looking at dreams/ nightmares/ strengths/ and action plans.

l. Focus plan, assess for my personal life as well as student/ family work.

m. Listen more. Plan better to address students needs.

n. The way I will look at individual students and perhaps the way I look at other staff.

o. Use MAPS when appropriate and when comfortable with MAPS.

P Make sure to include all the steps.

Summary Institute Week 2
Communication Methods and Teaching Strategies
Evaluation Scale Summary

Perfect Score = 5.0

Total Participants=24	Excellent 5	4	3	2	Poor 1	Mean Score	Total Mean
1. The organization of the workshop	12	9	3	0	0	4.375	
2. The objectives of the workshop	12	11	1	0	0	4.458333	
3. The work of the presenter	16	7	1	0	0	4.625	
4. The ideas and activities	12	11	1	0	0	4.458333	
5. The scope	10	11	1	1	0	4.304348	
6. Overall inservice quality	13	9	1	0	0	4.521739	4.457126

	Strongly Agree 5	4	3	2	Disagree 1
7. I will be able to implement some of the ideas presented	3	13	8	0	0
8. More information on this topic is needed	Yes 17				No 6

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September 1999 Communication Methods and Teaching Strategies

Evaluation Comments.

Comments:

1. Strong Points

a. Presenter was organized and well prepared.

b. Experiments and examples were interesting.

c. Well presented visually and orally.

d. Abilities the disabled have.

e. In class demonstrations.

f. The presenter's concern for and knowledge of the topic.

g. The pictures and activities were good.

h. The activities and question answering. Also, everything being outlined overhead.

i. The instructor.

j. The knowledge of the instructor.

2. Weak Points

a. Having to move too fast because of a lack of class time.

b. Not enough time.

c. A little fast.

d. There's a lot of information to take in .

3. General Comments.

a. Excellent presentation

b. Presenter knew the material well.

c. Great job.

d. The seminar sparked an interest in the subject. I would love to learn more.

e. More pictures would be nice .

f. Good presentation.

g. Great! Very interesting, good speaker.

h. The presentation was great and very informative.

Summer Institute Deaf-Blind & O&M, July 99 Social Security #	**Pre-Test Score**	**Post-Test Score**	**Difference**
5395	20	80	80
0175	20	100	80
5375	0	80	80
4577	20	60	40
0008	20	100	80
3101	0	80	80
5472	20	80	60
1570	20	80	60
4665	20	80	60
7744	20	80	60
9268	20	60	40
6913	20	80	80
3298	0	100	60
3019	0	100	100

Maximum= 100 Points
Participants= 14

Mean Pre-Test=14. 28
Mean Post-Test Score= 81.43
Mean Difference=68.57

Range Pre=0-20
Range Post=60-100

Inservice Satisfaction Form
Adapted Physical Education 2
1998 - Institute

Perfect Score = 5.0

Total Participants=12	Excellent 5	4	3	2	Poor 1	Mean Score	Total Mean
1. The organization of the workshop	9	3	0	0	0	4.75	
2. The objectives of the workshop	10	2	0	0	0	4.833333	
3. The work of the presenter	10	2	0	0	0	4.833333	
4. The ideas and activities	11	1	0	0	0	4.916667	
5. The scope	7	4	0	0	0	4.636364	
6. Overall inservice quality	10	2	0	0	0	4.833333	4.800505

	Strongly Agree 5	4	3	2	Disagree 1
7. I will be able to implement some of the ideas presented	8	3	1	0	0
8. More information on this topic is needed	Yes 6				No 5

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Additional Comments

Stronger features of the Inservice:

1. Participate in activities
2. Instructor and site of the workshop
3. The hands on demonstrations of games to play with children
4. Hands on participation.
5. The in-depth explanations and the role of experiencing the problems a deafblind person encounters.
6. On hands experience
7. Active participation of those who attended the workshop.
8. Participation in th different activities with simulations and gaining the experience of deaf-blind difficulties in these activities makes very clear the need fro greater work, education, and public awareness.
9. Actualy playing games together while using ear plugs or visulally impaired simulators.
10. Hands on practice.
11. Very positive attitude of instructors. Very knowledgable about adapted phys education.
12. Hands on participation, book available, video.

Weaker features of the inservice:

1. Some information was gone over more than once.
2. Not long enough.
3. Would have liked to have participated in more game activities.

General Comments:

1. Anything is great.
2. Thanks, I enjoyed it very much.
3. Very nice inservice.
4. Would have liked more time.
5. The workshop was excellent.
6. This info will help me a great deal.
7. Nice balance of academic as well as practical skills
8. These workshops have given me a greater understanding and drive. Each session has made me a better agent in this field.
9. I would love to have a copy of the adaptive PE ideas for VI students. That would be very helpful for the PE teachers who work with my students.
10. I learned so much that I can take back to my school system and students. Keep up the excellent work.
11. Loved the location and accomodations. Dr. Lieberman was knowledgable, enthusiastic and a good presenter/speaker.

Suggested topics for future training:

1. Deaf/blind individuals who are mentally handicapped.
2. More sharing of ideas used in adapeted PE
3. I'm interested in any topics in this area as wall knowledge here is important to me.
4. How could I get my school age VI students involved in goal ball? Seems like a great game.

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1997 Summer Institute Session 1

PARTICIPANT ID #	PRETEST	POSTTEST
4398	5	18
6137	2	18
1699	7	18
9040	2	17
0986	1	17
6549	1	17
0609	6	16
2621	0	18
4729	1	13
5126	0	18
7905	0	17
	$\bar{x}$ = 2.27 SD:2.53	$\bar{x}$ = 17 SD: 1.48

GEORGIA DEAFBLIND PROJECT
SUMMER INSTITUTE, 1997
SESSION 1

	excellent				poor	
	5	4	3	2	1	$\bar{x}$
1. The organization of the workshop was:	14					5
2. The objectives of the workshop were:	14					5
3. The work of the presenter was:	14					5
4. The ideas and activities were:	14					5
5. The scope was:	13	1				4.9
6. Overall, I considered this inservice:	12	2				4.9
	strongly agree				disagree	
7. I will be able to implement some of the ideas presented.	13	1				4.9
	yes				no	
8. Do you feel a need for additional information about this topic?	12				2	
					OVERALL MEAN SCORE	4.96

Inservice title: Deaf-Blind class, week one
Date:July 7, 8, 9, 1997
Location: Simpsonwood Treatment Center
Presenter's name: Kathy Heller

Strong Features of the Inservice:

Knowledge of presenters.
Breadth of coverage, up to date information and excellent delivery.
Presenters were excellent!
Experiential learning activities.
Adequate information and material, exceptional introduction. Presentation of material was interesting, Informatively, timely and ordering.
Very organized, with great visual aids and handouts.
Location, presenters.
The knowledge of the speaker!

Weaker Features of the Inservice:

Need more time.
Would have liked more information on hearing impairments.
Weekly sessions too fractured, I would have liked there is consecutive days until all topics are covered.

General Comments:

More position and handling with Paula Forney, I would like to have had a longer period of time with her.
Excellent, as a teacher of VI student, much of this information was reviewed but still interesting.
I have had a most wonderful informative experience. I have learned much and see how much important it is to continue this process. As the children are always changing so is our knowledge, I take with me a more meaningful understanding of what I need to learn from the inservice to our children and deafblind community.
I enjoyed this very much, I am grateful to have been allowed to attend this institute.
Wish I had known this process more!
Well organized, lots of ideas and energy -- enough excitement to get others excited.

SUMMER INSTITUTE WEEK II
COMMUNICATION, ASSESSMENT AND INSTRUCTION
SIMPSONWOOD / JULY 21-23, 1997

perfect score=100

Number	Pre-test	Post-Test	Difference
1	0	80	80
2	0	100	100
3	0	80	80
4	0	180	80
5	40	80	40
6	0	80	80
7	0	100	100
8	0	100	100
9	20	80	60
10	60	100	40
11	40	100	60
12	20	100	80
Totals:	Mean= 18	Mean= 98	Mean= 90
	Range= 0-60	Range= 80 - 100	Range= 40-100

SUMMER INSTITUTE WEEK II
COMMUNICATION METHODS AND TEACHING STRATEGIES
EVALUATION SCALE SUMMARY / JULY 21-23, 1997

perfect score=5.0

TOTAL PARTICIPANTS=14	5 EXCELLENT	4	3	2	1 POOR	MEAN
1. The organization of the workshop was :	13	1				4.9
2. The objectives of the workshop was:	13	1				4.9
3. The work of the presenter was:	13	1				4.9
4. The ideas and activities were:	14					5.0
5. The scope was:	13	1				4.9
6. Overall I consider this inservice	14					4.9
	STRONGLY AGREE 5	4	3	2	DISAGREE 1	
7. I will be able to implement some of the ideas presented:	14					
8.Do you feel a need for additional information about this topic?	YES 13				NO 1	

OVERALL MEAN = 4.92

SUMMER INSTITUTE, WEEK III
BEHAVIOR MANAGEMENT ISSUES
WORKSHOP EVALUATION SCALE, 7/28/1997

perfect score=5.0

TOTAL PARTICIPANTS=12	5 EXCELLENT	4	3	2	1 POOR	MEAN
1. The organization of the workshop was:	6	3	3			4.25
2. The objectives of the workshop were:	5	3	4			4.08
3. The work of the presenter was:	5	4	3			4.16
4. The ideas and activities were:	6	4	2			4.3
5, The scope was:	6	4	2			4.3
6. Overall, I consider this inservice:	6	3	3			4.25
	STRONGLY AGREE 5				DISAGREE 1	
7. I will be able to implement some of the ideas presented	7	4		1		
8. Do you feel a need for additional information about this topic?	YES 9				NO 3	

OVERALL MEAN = 4.22

SUMMER INSTITUTE WEEK III
CHARGE SYNDROME AND ORIENTATION AND MOBILITY
EVALUATION SCALE SUMMARY, JULY 29, 1997

perfect score= 5.0

TOTAL PARTICIPANTS = 12	5 EXCELLENT	4	3	2	1 POOR	MEAN
1. The organization of the inservice was:	11	1				4.9
2. The objective of the workshop were:	12					5.0
3. The work of the presenter was:	11	1				4.9
4. The ideas and activities were:	11	1				4.9
5. The scope was:	11	1				4.9
6. Overall, I consider the inservice was:	11	1				4.9
	5 STRONGLY AGREE	4	3	2	1 DISAGREE	
7. I will be able to implement some of the ideas presented:	12					
8. Do you feel a need for additional information about this topic?	YES 11				NO 1	

OVERALL MEAN= 4.92

SUMMER INSTITUTE WEEK III
TECHNOLOGY AND DEAFBLINDNESS
EVALUATION SCALE SUMMARY JULY 30, 1997

perfect score=5.0

TOTAL PARTICIPANTS =14	5 EXCELLENT	4	3	2	1 POOR	MEAN
1. The organization of the inservice was:	14					5.0
2. The objectives of the workshop was:	14					5.0
3. The work of the of the presenter was:	14					5.0
4. The ideas and activities were:	14					5.0
5. The scope was:	14					5.0
6. Overall, I consider this inservice:	14					5.0
	STRONGLY AGREE 5	4	3	2	1 DISAGREE	
7. I will be able to implement some of the ideas presented	14					
8. Do you feel a need for additiional information about this topic?	YES 13				NO 1	

OVERALL MEAN= 5.0

SUMMER INSTITUTE, WEEK III
ORIENTATION AND MOBILITY & CHARGE SYNDROME
JULY 29, 1997

perfect score=100

Number	Pre-test	Post-test	Difference
1	20	80	60
2	20	100	80
3	20	100	80
4	0	100	100
5	0	100	100
6	20	100	80
7	20	100	80
8	20	80	60
10	20	80	60
11	40	100	60
12	20	80	50
13	40	100	60
14	20	100	80
15	40	80	40
16	20	100	80
Totals	Mean= 20	Mean= 87. 5	Mean= 61. 25
	Range= 0-40	Range= 80-100	Range= 40-100

PRESCHOOL VISION INSTITUTE
JUNE 23-27, 1997
WORKSHOP EVALUATION SCALE SUMMARY

	excellent				poor	
	5	4	3	2	1	$\bar{x}$
1. The organization of the workshop was:	15	12				4.6
2. The objectives of the workshop were:	17	8	2			4.6
3. The work of the presenter was:	23	4				4.9
4. The ideas and activities were:	17	6	4			4.5
5. The scope was:	12	10	2	2		4.2
6. Overall, I considered this inservice:	17	8	2			4.6
	strongly agree				disagree	
7. I will be able to implement some of the ideas presented.	19	5	3			4.6
	yes				no	
8. Do you feel a need for additional information about this topic?	22				5	
OVERALL MEAN SCORE						4.57

Inservice title: Preschool Vision Institute

Date:June 23 - 27, 1997
Location: Simpsonwood Retreat Center
Presenter's name: Lois Harrell

Strong Features of the Inservice:

1. Lois compact general feeling of "love for the job" of all the participants and willingness to share information and resources.
2. Her ideas.
3. What an inspiration, what a wealth of knowledge and experience!
4. Enthusiasm of presenter.
5. Lois Harrell is an excellent presenter, interesting and informative. Anne McComiskey's presentation was very informative as always. Bu sure to include Anne in future. Kathy Zwald was super -- very energetic, knowledgeable, and interesting. Great handout form Pati Alexander, Lois's handouts are also wonderful.
6. Lois was a great speaker!
7. Lois is fun and informative, I like the quick seminar on movement/getting around.
8. The materials to take with us to refer to and use as a reference, especially Children's Vision Concerns, Looks Beyond the Eyes!
9. Lois was an expectional speaker!!
10. Lois was an excellent speaker with wonderful stories.
11. Lois's videos of kids were excellent, really helped clarify topics.
12. I loved hearing the stories -- I learned a lot from them.
13. Networking with all persons involved -- learning from them -- being able to identify with their problems and how they were addressed.
14. Demonstrations and video and handouts from Lois.
15. Lois provides many examples as well as facts. Examples often stick better! Great location!
16. Networking -- good overall knowledge of how to work better with VI kids.
17. The wealth of practical information -- the setting was very ristful -- Lois' presentation and style of presenting.
18. Excellent speaker, great opportunity to network, share ideas.

Weaker Features of the Inservice:

1. So much information to learn -- too little time!
2. I would have liked to have more information on children who are multihandicapped and lower cognitivity. I also would have liked to have more concrete information and practice doing a functional visual assessment. Maybe more videos watching of hers doing functional assessment, maybe practicing on each other.
3. Long week.
4. Pati Alexander's presentation. She should do less talking off the subject and deal with the topic : " using a functional vision screening! "
5. needed more activities to make and use.
6. Monday started slow, Wed. I felt the least productive day.
7. GPAT -- I was expecting more demonstration and ways to implement the technology. I would have liked to have seen a demonstration of a functional vision assessment being done on a visionally impaired preschooler.
8. I need more hands on activities for the classroom.
9. I would like to have had more hands on material and suggestions to adapt material in the classroom.
10. Monday -- slow.
11. Monday started out too slow and it seemed the best information came from Wed.
12. Not enough time.

13 Break-out for preschool teachers - Presenter was nice but not a good presenter of information.
14. No enough about SID blind children.
15. Not getting into the "meat" of the information, fast enough and then washing through at the end.
16. The pace was exhausting.
17. More time was spent "off task" , more balance of passive and active learning each day.
18. The pace of it, getting so much in on the last day (Thursday), not enough time for Anne, who was wonderful.
19. Too many stories, needed more content! GPAT needed more.

General Comments:

1. I will be receiving my VI cert. this summer and felt totally lost as far as how to actually work with my VI child. This inservice has given me so many ideas as well as hope that I will at least now know where to start!
2. Great inservice, would have more days like Thurs., where we got more hands on ideas.
3. Simpsonwood was a wonderful place to be.
4. During 4 days of discussion, less than 10 minutes dealt with the multi-handicapped population. I am asking for an institute/workshop to deal with interested teachers of children with mulitpredisabilities. I know that I deal with low incidence population but no workshops and conferences seen to address this, I want practical ideas to use in the classroom (since low incidence workshop was discontinued in Atlanta, teachers of severe/profound classes have next to no workshops to attend). Pati Alexander, although interesting, read to us for the most part during the tuesday afternoon session, she read from a wonderful handout.
5. Next year needs more hands on activities and less evaluation.
6. Overall it is great! I enjoyed talking with people throughout the week. The food, fellowship, learning, teachers, were wonderful. Tony and Mary did a great job, thanks.
7.I feel like I am coming away knowing I am doing ok in my classroom. It is a good thing to know I am on the right track.
8. There was too much focus on the diagnostic information rather than hands on needs in the classroom.
9. Next year you should have less diagnostic information and more hands on adaptations to use in the classroom.
10. Thursday was the most beneficial day.
11. The conference was wonderful. So much helpful information to use with my students.
12. Thursday was dynamic.
13. Wonderful, learned a multitude of information.
14. I was thrilled to be all to come to such an excellent workshop and learn from the presenter and also the other presented teachers and VI teachers. The whole experience was super!
15. Keep up the great work.
16. I would like more information about Braille.
17. More braille information.
18. I was provided with much useful information, we need to get Lois back again!
19. I hope that they open up these type of workshops to larger audiences other than school personnel -- I feel that any one working with VI kids needs to be aware of these ideas and concerns.
20. The best I have ever been to, really improved my abilities as a preschool teacher.
21. I appreciate the fact that Mary, Toni, and Ann were so down-to-earth and approachable. I also appreciate the flexibility in scheduling that developed as the week went on.
22. Wonderful, I am so glad to come.
23. We would have benefitted form more time with O & M specialists, Lois is inspirational!
24. Enjoy it all.

1997 Preschool Vision Institute

PARTICIPANT ID #	PRETEST	POSTTEST
8448	5	14
8226	2	14
9524	3	10
4528	3	15
4127	12	15
4879	5	15
1384	6	15
0609	13	15
1364	5	14
5395	7	15
2027	7	15
6964	2	15
4567	11	15
2475	5	12
1111	14	15
2303	6	14
9983	4	15
8370	12	15
2448	2	6
1962	11	15
1185	4	15
1614	6	12
2996	6	12
0408	5	12
5130	4	15
5035	5	14
0457	12	15
	$\bar{x} = 6.7$ SD: 3.7	$\bar{x} = 13.7$ SD: 2.24

Georgia Deafblind Institute -1997

1	70	100	30
2	90	100	10
3	40	80	40
4	100	100	0
5	60	100	40
6	70	100	30
7	40	100	60
8	20	80	60
9	60	100	40
10	20	100	80
11	40	100	10
12	50	100	50
13	80	100	20
14	60	80	20
15	40	80	40
16	40	100	60
17	100	100	0
18	50	100	50
19	80	80	0
20	80	100	20
21	60	100	40
22	50	100	50
23	30	60	30
24	80	80	0
25	80	100	20
26	80	80	0
27	60	80	20
TOTALS	RANGE: 20-100 MEAN: 60.37	RANGE: 60-100 MEAN: 92.59	RANGE: 0-80 MEAN: 30.37

GEORGIA DEAFBLIND INSTITUTE
INSERVICE SATISFACTION FORM -1996

	5 EXCELLENT	4	3	2	1 POOR	MEAN
1. The organization of inservice was:	10	8				4.55
2. The objectives of the workshop were:	11	7				4.61
3. The work of the presenter was:	13	5				4.72
4. The ideas and activities were:	11	7				4.61
5. The scope was:	11	7				4.61
6. Overall, I consider this inservice:	11	7				4.61
7. I will be able to implement some of the ideas presented:	STRONGLY AGREE: 14				DISAGREE: 4	
8. Do you feel a need for additional information about this topic?	YES: 12				NO: 3	

COMMENTS
August 8, 1996

1. **The stronger features of Inservice:**

Practicums
Presenters were well informed and supplied concrete information
Hands on experiences doing the various O&M activities
The overall presentations was so informative
Well planned & organized, flexible & met the needs. Loved all of the practicums-reinforce what was learned.
Experience activities (crawling & scavenger hunt)
The curriculum and its introduction , O&M experiences
Presenters, exercises
Personal experiences & participation
Great curriculum & hands-on-activities
The activity involving searching through the Hand In Hand curriculum to become acquainted was EXCELLENT!! Also the distribution of the "Hand In Hand" curriculum was superb-Thank you!
Loved the practical experience

2. **The weaker features of the Inservice:**

Not long enough
Short time period of days
The O&M presentation was not well organized in the a.m., but the p.m. was much better w/activities.
Hard to sit for long periods of time

3. **General Comments:**

Great training as usual!
Very informative, the Deaf-Blind curriculum is great!
Great workshop
Thank you so much in including me from another state and allowing me to participate in your training. Let's plan discuss on joint training ok.
Great! Learned a lot of valuable information
Thank you for all your help & support. This has been great
Keep up the great work!
Great people!

December 3,4, Usher/ O&M Social Security #	Pre-Test Score	Post-Test Score	Difference
0212	20	80	60
1176	20	80	60
8469	20	80	60
9017	20	60	40
9552	40	100	60
5230	40	80	40
2559	20	100	80
2854	20	80	60
8147	20	100	80
7905	20	80	60
6775	20	80	60
0710	20	100	80
7010	20	100	80
3298	0	100	100
4816	0	60	60
7333	0	100	100

Maximum= 100 Points
Participants= 16

Mean Pre-Test=18.75
Mean Post-Test Score= 86.25
Mean Difference=67.5

Range Pre=0-20
Range Post=60-100

July 1, 99/Valdosta State College Deaf-Blind Overview Social Security #	Pre-Test Score	Post-Test Score	Difference
1090	20	100	80
5609	20	100	60
0885	20	80	60
6634	20	100	40
8750	20	100	80
9234	40	100	60
9531	20	100	80
5597	20	100	80
7532	40	100	60
6504	40	80	40
5824	20	80	60
8936	20	100	80

Presentation: D.McJannet

Maximum= 100 Points
Participants= 12

Mean Pre-Test=25
Mean Post-Test Score=95
Mean Difference=65

Range Pre=20-40
Range Post=80-100

Summer Institute Deaf-Blind & O&M, July 99 Social Security #	**Pre-Test Score**	**Post-Test Score**	**Difference**
5395	20	80	80
0175	20	100	80
5375	0	80	80
4577	20	60	40
0008	20	100	80
3101	0	80	80
5472	20	80	60
1570	20	80	60
4665	20	80	60
7744	20	80	60
9268	20	60	40
6913	20	80	80
3298	0	100	60
3019	0	100	100

Maximum= 100 Points
Participants= 14

Mean Pre-Test=14. 28
Mean Post-Test Score= 81.43
Mean Difference=68.57

Range Pre=0-20
Range Post=60-100

Information on the Transition Process For Students with Deaf-blindness

What is the meaning of Transition for the individual who is deaf-blind?

Each student must have some type of plan established for them in preparation for the time when they graduate from school to enter the work force. A coordinated team effort involving parents and educators is necessary for successful transition to occur. The general idea is that the transition plan will enable the student to be prepared as best as possible for the challenges of adult life.

Are there any specific recommendations that are a part of the transition process?

The Individuals with Disabilities Act (IDEA 97) requires that beginning as early as age 14, the IEP team must establish a transition statement, based on the student's course work and educational goals. When the student becomes 16 years of age a transition statement focusing including a description of interagency involvement and services is necessary.

How about any basic guidelines that parents can follow with regards to the transition process for an individual who is deaf-blind?

The individual with a combination of vision and hearing loss may need a little extra time to prepare for the transition to adult life. It is important for the parents and teachers to consider educational and vocational goals early so that everyone is headed in the same direction. Independence is a key factor in achieving success in adult life. It is therefore necessary to consider the individual's ability to travel independently and to communicate with others. A student may require an interpreter as they make their way on to college, or might need some type of accommodation at a work site.

Who might be included on a transition team serving a student who is deaf-blind?

Teacher of the Visually Impaired
Teacher of the Hearing Impaired
Orientation and Mobility Specialist
Speech and Language Therapist
Physical Therapist
Occupational Therapist
Job Coach
Rehabilitation Counselor

July 1, 99/Valdosta State College Deaf-Blind Overview Social Security #	**Pre-Test Score**	**Post-Test Score**	**Difference**
1090	20	100	80
5609	20	100	60
0885	20	80	60
6634	20	100	40
8750	20	100	80
9234	40	100	60
9531	20	100	80
5597	20	100	80
7532	40	100	60
6504	40	80	40
5824	20	80	60
8936	20	100	80

Presentation: D.MeJannet

Maximum= 100 Points
Participants= 12

Mean Pre-Test=25
Mean Post-Test Score=95
Mean Difference=65

Range Pre=20-40
Range Post=80-100

BUREAU FOR MULTIPLE AND SEVERE DISABILITIES
AN INTRODUCTION TO DEAFBLINDNESS & ORIENTATION AND MOBILITY
MILLEDGEVILLE GA. FEB 20, 1998

perfect score=100

NUMBERS	PRE-TEST	POST-TEST	DIFFERENCE
1	40	100	60
2	20	100	80
3	0	80	80
4	0	100	100
5	20	100	80
6	40	100	60
TOTALS	MEAN=20	MEAN=96.6	MEAN=76.7
	RANGE=0-40	RANGE=80-100	RANGE=60-100

BUREAU FOR MULTIPLE AND SEVERE DISABILITIES
INTRODUCTION TO DEAFBLINDNESS WORKSHOP
MILLEDGEVILLE GA. FEB 20, 1998

perfect score=5.0

TOTAL PARTICIPANTS= 6	5 EXCELLENT	4	3	2	1 POOR	MEAN
1. The organization of the was:	4	2				4.7
2. The objective of the workshop was:	4	2				4.7
3. The work of the presenter was:	5	1				4.8
4. The ideas and activities were:	4	2				4.7
5. The scope was:	4	2				4.7
6. Overall, I consider this inservice:	4	2				4.7
	5 STRONGLY AGREE	4	3	2	1 DISAGREE	
7. I will be able to implement some of the ideas presented:	4	2				
8. Do you feel a need for additional information on this topic?	YES 6				NO 0	

OVERALL MEAN= 4.71

GEORGIA BUREAU FOR MULTIPLE AND SEVERE DISABILITIES
INTRODUCTION TO DEAFBLINDNESS WORKSHOP
GRANTVILLE GA. 5/13/97

perfect score=100

NUMBER	PRE-TEST	POST-TEST	DIFFERENCE
1	40	100	60
2	40	80	40
3	20	80	60
4	40	80	40
5	20	80	60
6	20	100	80
7	20	100	80
8	40	100	60
9	20	100	60
10	20	100	80
TOTAL:	MEAN: = 28	MEAN: = 92	MEAN: = 62
	RANGE: = 20-40	RANGE: 80-100	RANGE: = 40-80

BUREAU OF MULTIPLE AND SEVERE DISABILITIES
INTRODUCTION TO DEAFBLINDNESS WORKSHOP
EVALUATION SCALE SUMMARY
GRANTVILLE GA. 5/13/97

perfect score= 5.0

TOTAL PARTICIPANTS= 10	5 EXCELLENT	4	3	2	1 POOR	MEAN
1. The organization of the inservice was :	6	2	2			4.4
2. The objective of the workshop was :	9		1			4.8
3. The work of the presenter was:	8	1	1			4.7
4. The ideas and activities were:	9		1			4.8
5. The scope was :	7	2	1			4.6
6. Overall, I consider this inservice:	8	1	1			4.7
	5 STRONGLY AGREE	4	3	2	1 DISAGREE	
7. I will be able to implement some of the ideas presented :	6	2	1	1		
8. Do you feel a need for additional information about this topic?	YES 10				NO 0	

OVERALL MEAN= 4.66

SNIP PROGRAM PRESCHOOL TEACHER TRAINING
AN INTRODUCTION TO DEAFBLINDNESS & ORIENTATION AND MOBILITY
PRETEST-POST TEST LAVONIA GA. 2/3/1998

perfect score=100

NUMBER	PRE-TEST	POST-TEST	DIFFERENCE
1	20	100	80
2	20	100	80
3	20	100	80
4	40	100	60
5	20	80	60
6	20	80	60
7	40	100	60
8	60	100	80
9	40	80	40
10	20	100	80
TOTAL	MEAN = 30	MEAN =94	MEAN = 68K
	RANGE =20-40	RANGE = 80-100	RANGE = 40-80

SNIP PROGRAM PRESCHOOL TEACHER TRAINING
AN INTRODUCTION TO DEAFBLINDNESS & ORIENTATION AND MOBILITY
WORKSHOP EVALUATION SCALE SUMMARY
LAVONIA GA. 2/13/98

perfect score= 5.0

TOTAL PARTICIPANTS =10	5 EXCELLENT	4	3	2	1 POOR	MEAN
1. The organization of the workshop was:	7	3				4.7
2. The objective of the workshop were:	7	3				4.7
3. The work of the presenter was:	8	2				4.8
4. The ideas and activities were:	9	1				4.9
5. The scope was:	8	2				4.8
6. Overall the inservice was	9	1				4.9
	STRONGLY AGREE 5				DISAGREE 1	
7. I will be able to implement some of the ideas presented:	7	3				
8. Do you feel a need for additional information about this topic?	YES 7				NO 3	

OVERALL MEAN= 4.80

WEEKEND RETREAT WORKSHOP
HEARING AND VESTIBULAR DISORDERS
SIMPSONWOODS / Nov 7, 8, 1997

perfect score=100

Number	Pre-test	Post-test	Difference
1	40	100	60
2	20	80	60
3	60	100	40
4	20	100	80
5	40	60	20
6	40	100	60
7	40	100	60
8	60	100	40
9	20	100	80
10	20	80	60
11	20	100	80
12	20	100	80
13	0	100	100
14	40	100	60
15	20	100	80
16	60	100	40
17	60	100	40
18	60	100	40
19	0	100	100
20	20	100	80
21	20	100	80
Totals:	Mean= 31. 89	Mean= 96. 37	Mean= 64. 50
	Range=0-60	Range=60-100	Range=20-100

INSERVICE SATISFACTION FORM

Inservice title: Hearing and Vestibular Disorders in Deaf Blindness
Date: Nov. 7, 8, 1997
Location: Simpsonwood Retreat Center
Presenter's name: James W. Thelin

5: Excellent -- 1: Poor

Evaluation	5	4	3	2	1	Average
The organization of the inservice was:	24	4	1			4.8
The objectives of the workshop were:	24	4	1			4.8
The work of the presenter was:	23	4	2			4.7
The ideas and activities were:	21	6	2			4.5
The scope was:	22	5	2			4.7
Overall, I consider this inservice:	22	7				4.8

5:strongly agree -- 1: disagree

Evaluation	5	4	3	2	1	Average
I will be able to implement some of the ideas presented	16	11	1	1		4.5

Evaluation	Yes	No	N/A
Do you feel a need for additional information about this topic?	13	10	7

Strong Features of the Inservice:

Information provided. / Letting us hear what it sounds like to have a partial hearing loss with amplification. / Excellent presentation! Presenter was very "approachable" and open to question. The information was very useful. / This inservice was very knowledgeable. / Covered information at level of audience. / Well thought out, broad interest information, great resource booklet. / Availability to discuss questions. / The booklet. / Organization, light-heartedness. / Covered a lot in a day and left a lot of room for input and questions. / Organization, great handout. / Very organized. / Good presentation, good organized handout. / The presentation packet will be a great resource. It is very well put together.

Weaker Features of the Inservice:

Would love expanded information or vestibular disorders assessment, Otacoustic Emissions,Cochlear Implants follow-up information. / The room was rather warm.

General Comments:

Very helpful. / This inservice was very interesting, I learned a lot about the middle and inner ear. / Great job and well organized! / Thanks for your time and your humor! I have learned a lot and clarified more! / Great workshop - Symbols and using. / Dr. Thelin was wonderful. He was a great speaker. Doug did a great job. / Good organization and materials, overheads, hands on. / Inservice Satisfication forms should have been ready at the end. / Overall good, well presented. / I enjoyed this tremendously.

Inservice title: Hearing and Vestibular Disorders in Deaf Blindness

Date: Nov. 7, 8, 1997
Location: Simpsonwood Retreat Center
Presenter's name: James W. Thelin

Strong Features of the Inservice:

Information provided.
Letting us hear what it sounds like to have a partial hearing loss with amplification.
Excellent presentation! Presenter was very "approachable" and open to question. The information was very useful.This inservice was very knowledgeable.
Covered information at level of audience.
Well thought out, broad interest information, great resource booklet.
Availability to discuss questions.
The booklet.
Organization, light-heartedness.
Covered a lot in a day and left a lot of room for input and questions.
Organization, great handout.
Very organized.
Good presentation, good organized handout.
The presentation packet will be a great resource. It is very well put together.

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Would love expanded information or vestibular disorders assessment, Otacoustic Emissions, Cochlear Implants follow-up information.
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Thanks for your time and your humor! I have learned a lot and clarified more!
Great workshop - Symbols and using.
Dr. Thelin was wonderful. He was a great speaker. Doug did a great job.
Good organization and materials, overheads, hands on.
Inservice Satisfication forms should have been ready at the end.
Overall good, well presented.
I enjoyed this tremendously.

WEEKEND RETREAT I
WORKSHOP EVALUTION SCALE SUMMARY
ORIENTATION AND MOBILITY
NOVEMBER 6, 1995

	7 EXCELLENT	6	5	4	3	2	1 POOR	MEAN
1. The organization of the workshop was:	4	1	1					6.5
2. The objectives of the workshop were:	4	2	1					6.4
3. The work of the presenter(s) were:	4	1	1					6.5
4. The ideas and activities of the workshop were:	3	3	1					6.2
5. The scope (coverage) was:	4	1	1		1			6.0
6. My attendance at this workshop should prove:	4	2		1				6.2
7. Overall, I consider this workshop:	4	2	1					6.4
8. Do you feel a need for additional information about this topic?	YES 5						NO 0	

OVERALL MEAN SCORE: 6.31

Comments
November 6, 1995

1 The stronger features of the workshop were:

Handouts
All encompassing aspects of O&M from infants to adults outdoor travel
Techniques D/B
The videotape (Hand-in-Hand) on the O&M section was wonderful
The videotape was excellent
I need to learn sign!
Knowledge of deaf-blind citizens

2 The weaker features of the workshop were:

Organization
Perhaps some kind of group discussion or activity could be included
Hard to fit in because competence (especially communication) in such limited to allotted
Not enough time to go into greater detail about O&M for deaf-blind

3 General Comments:
Great. Really enjoyed Doug and he knows his "stuff!"
Enjoyed it.

DEAF-BLIND ORIENTATION AND MOBILITY
FALL 95
PERFECT SCORE=80

STUDENT	PRE-TEST SCORE	POST-TEST SCORE	DIFFERENCE
1	40	80	40
2	50	80	30
3	80	80	0
4	60	80	20
5	60	80	20
6	50	70	20
7	60	80	20

Total Difference: 150
Mean: 21.42

Early Transition Workshop
Workshop Evaluation
November 6&7, 1998

Perfect Score = 5.0

Total Participants=24	Excellent 7	6	5	4	3	2	Poor 1	Mean Score	Total Mean
1. The organization of the workshop	9	3	0	0	0	0	0	6.75	
2. The objectives of the workshop were clearly presented	11	2	0	0	0	0	0	6.846154	
3. The work of the presenter	11	1	0	0	0	0	0	6.916667	
4. The ideas and activities	8	4	0	0	0	0	0	6.666667	
5. The scope (Adequacy of coverage) was	7	5	0	0	0	0	0	6.583333	
6. Benefit gained by attending this workshop	10	1	1	0	0	0	0	6.75	
7. Overall, I consider this workshop	10	2	0	0	0	0	0	6.833333	6.763736
8. More information on this topic is needed	Yes 8						No 0		

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Additional Comments

Stronger features of the Inservice:

1. Organization, Pace, interaction with audience
2. I loved the mapping.

3. The parent Panel due to knowledge of their needs and their knowing someone is there for them.
4. Toni was knowledgable and extremely tactful in working with the parents. Enjoyed the parent perspectives.
5. Its convenient because I don't have to leave work, the info will be very useful to me, and the presenter was knowledgable in the subject area.
6. Parent forum
7. Parent panel, sharing with other teachers. Explanation of available programs
8. Parent panel

Weaker features of the inservice:

1. Needed a little more time.

General Comments:

1. Thank you for this opportunity.
2. I hope that parents receive information from parents on how their transitions can be as positive as possible.
3. Very informative.
4. Would like more information on assessment.
5. I enjoyed it, thanks.
6. Would like to see more training for maps and paths.
7. Enjoyed it very much. Simpsonwood is wonderful.

Suggested topics for future training:

Inservice Satisfaction Form
Orientation and Mobility for Deafblind
Dec 4 & 15, 1998 Simpsonwood, Georgia

Perfect Score = 5.0

Total Participants=24	Excellent 5	4	3	2	Poor 1	Mean Score	Total Mean
1. The organization of the workshop	10	3	0	0	0	4.769231	
2. The objectives of the workshop	12	1	0	0	0	4.923077	
3. The work of the presenter	13	0	0	0	0	5	
4. The ideas and activities	13	0	0	0	0	5	
5. The scope	11	2	0	0	0	4.846154	
6. Overall inservice quality	13	0	0	0	0	5	4.923077

	Strongly Agree 5	4	3	2	Disagree 1
7. I will be able to implement some of the ideas presented	10	3	0	0	0
8. More information on this topic is needed	Yes 9				No 3

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Additional Comments

Stronger features of the Inservice:

1. Informative, positively presented
2. The activities that were used to demonstrate instruction.
3. Variety of media and hands on samples of materials. Speaker's organization and presentation . Class participation.
4. Demonstrations with cane, guiding, tactile sign.
5. Presenter's knowledge and experience in the field. His passion for his work really gave me motivation to seek another graduate degree in deafness.
6. Excellent location. The informal nature of the workshop and the hands on training.
7. Ability to ask questions and make comments openly, Hands on activities.
8. Hands on, in a very nice place.
9. Joe was super. He was very energetic and kept my attention the whole time.
10. Being able to use the canes and sighted guides to understand how it feels to be blind.
11. I really enjoy hands on. It brings speaking to life.

Weaker features of the inservice:

1. So much information, need more time.
2. Not enough hands on time.
3. Not enough time to go farther in depth.

General Comments:

1. Thank you for providing this outstanding training.
2. Thanks, I learned a lot.
3. Would love to attend another workshop with Mr. Coffi as the presenter.
4. Great.
5. Would like to have handouts on info discussed.
6. Very helpful information.
7. Wonderful.
8. Great workshop.
9. Thank You.

Suggested topics for future training:

1. Teaching Braille techniques, What to do with mod. and severe VI students, General info about teaching out of your car.
2. Learning Braille, Signing/finger spelling with blind, Material making workshop(for working with blind preschool through primary) and map making for older.
3. I would like to learn more about tactile sign (expressive)
4. How best to begin training with a client who has limited signing ability. Maybe there really isn't a solid answer to the question.
5. Instruction ideas for more cognitively involved students.

SOMA March 19999
Speaker Evaluation Forms

Perfect Score = 5.0

Total Participants = 26	Not Really	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1. Was the presentation well organized?				7	19	4.730769231	
2. Do you feel that you have a better understanding of the materials or techniques that were presented in this section?			1	10	15	4.538461538	
3. Wa the speaker adequately prepared?				4	22	4.846153846	
4. Did the speaker present the material in a manner that was easy to understand?			1	5	19	4.72	
5. Would you like to see future presentations on this topic at future SOMA conferences?				3	23	4.884615385	
6. If your workshop was a hands on demonstration, do you feel that the instructional methods were helpful in exploring the information that was presented?				8	17	4.68	4.733333333

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Additional Comments

1. It was very quick- but addressed a lot. The hands on activities were great.
2. Made it functional and related it to an underserved population.
3. Good job!
4. The hands on gave me a different perspective on deaf blindness. It helped me focus the whole 2 hours.
5. Good hands on exercises that gave a better understanding fo the area of deaf-blindness
6. Another presentation related to advanced techniques in working with D-B would be great. Very timely presentation
7. Excellent job. Good presentation.
8. The simulatoin activities were great examples of ideas for activiteis back home. Excellent!
9. Doug was very energeti, well organized, and prepared. I enjoyed the opportunity to participate.
10. Excellent presentation-a lot of useful information that will help me communicate and work with clients. Great activities.
11. The variety of adaptations of materials were very helpful.
12. It was a great workshop. Need more of these!
13. I enjoy the various hands on experiences in this session.
14. Good job Doug.
15 Excellent presentation.
16. It would be interesting to have outdoor travel experience with blindfolds and ear plugs.
17. It's too bad he only had 2 hours and couldn't get more into advanced types of communication.
18. Wish more time and more depth.
19. More handouts would be nice.
20. Excellent presentation and presentor. Hands on experience was wonderful.
21. More time to explore tactile objects.
22. Excellent program.

Inservice Evaluation Forms
Valdosta, Georgia
1-Aug-99

Perfect Score = 5.0

Total Participants =(8)	Poor 1	2	3	4	Excellent 5	Mean Score	Total Mean
1. The Organization of the Inservice			1	4	3	4.25	
2. The Content of the Inservice			1	1	6	4.625	
3. The Work of the Presenter(s)			1	1	6	4.625	
4. The Scope			1	3	4	4.375	
5. Overall the Inservice was				1	7	4.875	4.55

	Strongly Disagree 1	2	3	4	Strongly Agree 5
6. I Learned New Information in This Inservice					8
7. My Attendence at This Inservice Should Prove Beneficial					8

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INSERVICE EVALUATION COMMENTS

VALDOSTA AUGUST 1, 1999

. What changes in attitudes, knowledge, or skills occurred in this inservice?

a. This was full of valuable information.

b. Increased knowledge , re. Disabilities

c. Very enlightening workshop. The hands on activities were great.

d. The descriptions/ definition of deaf/blind led my team to think of several children who could benefit from services. Skills presented lead me to a new understanding of the possibilities for effective instruction.

e. This was full of valuable information.

2. Please describe what you plan to do differently as a result fo this inservice?

a. I learned some good ideas about teaching.

b. We will definitely utilize a team design for planning for services. Evaluation of instruction will involve the team as well as the parent.

c. I learned how to approach Jean in an appropriate manner. We will be able to organize the classroom setting and our school in general to meet Jean's needs.

d. More handouts.

e. I learned some good ideas about teaching.

GEORGIA DEAF-BLIND PROJECT
PRSENTATION ON COMMUNICATION AND ORIENTATION AND MOBILITY
MARCH 21, 1996 BUTLER CENTER, BIBB COUNTY
PRE-TEST / POST TEST

BASED ON 100 POINTS

PRE-TEST		POST TEST	DIFFERENCE
# 5227	40	100	60
# 8150	40	100	60
# 9014	40	100	60
# 3098	20	100	80
# 8536	20	100	80
# 1852	40	100	60
# 0596	60	100	40
# 9952	60	100	40
# 2169	40	100	60

DEAF-BLIND ORIENTATION AND MOBILITY
FALL 95
PERFECT SCORE=80

STUDENT	PRE-TEST SCORE	POST-TEST SCORE	DIFFERENCE
1	40	80	40
2	50	80	30
3	80	80	0
4	60	80	20
5	60	80	20
6	50	70	20
7	60	80	20

Total Difference: 150
Mean: 21.42

GEORGIA DEAF-BLIND PROJECT TRAINING PROGRAM
WEEKEND RETREAT AT EPWORTH CENTER
PRE-TEST/ POST TEST REPORT
April 12, 13, 1996

BASED ON 111 POINTS

PRETEST RESULTS		POST TEST	DIFFERENCE
#3101	64	96	32
#8751	60	96	36
#4565	60	96	24
#6913	72	96	24
#1699	76	100	32
#3019	72	100	28
#4744	60	100	40
#5373	76	100	24
#4249	76	100	24
#5371	76	100	24
#1570	60	96	36
#9189	68	96	28
#5472	72	100	28
#0008	80	100	20
#4577	68	92	24
#5124	68	92	24
#5992	72	100	28
#7208	60	88	28
#3873	76	100	24
#9268	68	96	28
#7594	76	96	20
#6072	56	96	40
#5203	64	96	32
#3188	72	92	20

RANGE	15 - 20	RANGE	23 - 25	RANGE	20 - 40
MEAN	68.83	MEAN	96.83	MEAN	27.83

DEAFBLIND WEEKEND RETREAT
EPWORTH

	7 EXCELLENT	6	5	4	3	2	1 POOR	MEAN
1. The organization of the workshop was:	21	2	1					6.8
2. The objectives of the workshop were:	20	2	2					6.75
3. The work of the presenter(s) were:	22	1	1					6.9
4. The ideas and activities of the workshop were:	20	2	2					6.75
5. The scope (coverage) was:	21	2	1					6.8
6. My attendance at this workshop should prove:	20	2	2					6.75
7. Overall, I consider this workshop:	20	2	2					6.75
8. Do you feel a need for additional information about his topic?	YES: 18						NO: 6	

OVERALL MEAN SCORE: 6.8

The next section of the evaluation asked trainees to list what were the greatest benefit(s), value(s) or advantage(s) that the program gave to them. The following responses were received:

- The trainers and colorful instruction.
- Lots of "hands on," practical experience, dynamic speaker to make us interested and involved; great hand-outs. Thanks!
- I learned the very basics of sign language by fingerspelling--this will help me build a foundation to build on.
- It showed me how rusty I am in my use of ASL and that I need to sharpen my skills.
- Gave basics, which were what I needed.
- The contacts I made as a deaf educator and the exposure to ASL.
- It was very practical in nature and full of useful information.
- The information on classifiers and non-manual makers was very beneficial.
- This training program will help me to communicate better with some of my hearing-impaired students.
- It really helped to strengthen the skills that I had.
- I gained more knowledge on the use of classifiers which I need to use more when I'm signing.
- This was an excellent workshop even better if you got more people with beginner skills.
- An accurate understanding of deaf communication--it is definitely more than sign language!
- Get to see beginner signers relax and not to be afraid to sign.
- The demonstration of the facial, spatial, just everything about ASL or sign language. I also got to meet others in the field.
- Intro to non-manual markers.
- I learned more about classifiers.
- The handouts will be great resources. You also clarified lots of rules/structures that I was not aware of.
- I learned many new signs and lots about the signs used in certain situations.
- Info--both concrete and background. Helped me understand ASL vs. English.
- Interest in continuing ASL.
- Overall, everything was great. I'm ready for more!!
- I learned basic signs that I didn't know so I could at least, somewhat communicate with the deaf.
- Exposure and information.
- More detail into understanding ASL structure.
- Liked the overview of ASL and signing ASL, "classifiers," very helpful. "Non-manual markers"--understood it, but don't think I could model it.
- A good introduction to beginners, especially the fingerspelling. The "conceptual accuracy" info was good.
- Group activities, non-threatening, introductory scope.
- Increasing my knowledge on deaf-blind people.
- How much is really involved in sign systems and ASL specifically.
- Fun, non-threatening atmosphere.

The next question asked the trainees to make any criticism(s) that they would like to make about the program. The following responses were received:

- Some more time to practice basic sign.
- NONE. This was a fantastic seminar.
- Great workshop!
- I only wish that it could have been a little longer, so that we had more time to go over things.
- More time (maybe two weekends).
- Make more time to learn more signs for beginners.
- More practice and application time.
- Use of "non-manual markers" is probably a bit too much for beginning signers. Perhaps more practice reading signs and signing learned signs would have been beneficial. Could also use more on body language. Some sign details (components) may be difficult to retain after leaving.
- Need more practice time.
- There is so much to absorb and so little time. But organized in such a way that remembering info will be easier.
- Great variety of experience of students.

The final question of the evaluation asked trainees if there was any question that was not present on the evaluation form that they would like to have responded to. If there was, they were to write the question and their response. The following responses were received:

- Any modifications needed for public school classroom settings.
- Was this seminar worthwhile? VERY MUCH.
- Talk some about the personality differences in signing individuals--for example: children vs. very old people.
- Would like more opportunity to sign in conversation.
- Not a question but a comment--enjoyed the workshop even as a skilled signer. Always nice to see what and how others are signing.
- Excellent presentation. Let's do more!!
- Need more opportunity to sign.

ADAPTED PHYSICAL EDUCATION
Inservice Satisfaction Form
November 1996

	Excellent 5	4	3	2	Poor 1	Mean
1. The organization of the inservice was:	18	8	1			4.24
2. The objectives of the workshop were:	20	9				4.69
3. The work of the presenter was:	23	6				4.79
4. The ideas and activities were:	22	7				4.76
5. The scope was:	22	7	3			4.52
6. Overall, I consider this inservice:	22	7				4.76

OVERALL MEAN: 4.63

	Strongly Agree 5	4	3	2	Strongly Disagree 1	Mean
7. I will be able to implement some of the ideas presented:	20	7	2			4.62

	YES 1	NO 2	MEAN
8. Do you feel a need for additional information about this topic	25	3	

Stronger features of the inservice:

-Knowledge and experience of the presenter and also of other people attending workshop
-Everything
-Presenter was enthusiastic, interesting, and knowledgeable with previous practical experience
-A lot of "handon" experience
-the expertise of the instructor
-Efficient, organized, full scope of information and may creative games and adaptive ideas
-Lauren was great-materials good, great to meet others doing similar things, great space & food
-Handson activity was great
-Lots of creative and inexpensive ideas
-Ideas that came from teachers who have made adaptations
-Enjoyed playing games with the vision stimulator
-Freedom to ask questions and share

Weaker features of the inservice:

-I would love to have seen even more ideas on how to make homemade adaptive equipment out of common items.
-A gym would have been nice
-I would have like to have seen more on how to work with students who are VI and S/PID.
-Wider range of activities for students with lower functioning students
-It would have been nice to do games in the A.M. and P.M.
-Weekend time-would have preferred weekday
-Weather didn't cooperate
-Weather for outside activities
-Some overheads(colored) were difficult to read
-Too short, could've been 2 full days
-Needed more time for non-ambulatory sever/profound
-Played the games too long
-Ideas for lower functioning/physically impaired

General Comments

-Enjoyed! Will be able to use these ideas and make equipment that can be used.
-I enjoyed the workshop. It was highly motivating for me.
-Great! Fun too and very needed information
-It was super!
-Instructors were great and enthusiastic! I'd like information on books and conferences
-Lots of good ideas, I will use with my students
-Excellent job!
-Good contacts made during inservice
-Very useful/practical/functional
-Very organized and informative
-Would benefit more with adaptations for the totally blind
-Food was great
-Overall very good workshop
-Very helpful, would like more
-Need more activities for very physically limited DB children
-It needs to go out to more P.E. teachers and have them implement some of these ideas
-Good inservice, enjoyed all aspects!

Adapted Physical Education Seminar
Lauren Lieberman
Simpsonwood Nov. 1,2.

Pretest and Postest Results:

Social #	pretest score	postest score
7154	50%	95%
7558	10%	90%
9189	80%	100%
7092	60%	100%
4361	60%	90%
7173	40%	100%
6830	40%	90%
0008	40%	100%
6458	20%	90%
3101	20%	100%
5761	80%	100%
7154	50%	90%
7018	20%	100%
2561	30%	100%
5992	20%	100%
9193	60%	80%
6534	20%	100%
1307	15%	80%
6849	35%	100%
4249	10%	75%
8543	50%	100%
3019	20%	100%
6023	30%	80%
5713	60%	100%
	Avg. = 38%	Avg = 94%

Transition/Maps
Inservice Satisfaction Form
3/7/96 - 3/8/97

	Excellent 5	4	3	2	Poor 1	Mean
1. The organization of the inservice was:	15					5
2. The objectives of the workshop were:	13	2				4.87
3. The work of the presenter was:	15					5
4. The ideas and activities were:	15					5
5. The scope was:	13	2				4.87
6. Overall, I consider this inservice:	13	2				4.87

OVERALL MEAN : 4.94

	Strongly Agree 5	4	3	2	Strongly Disagree 1	Mean
7. I will be able to implement Some of the ideas presented	11	4				4.73

	YES	MAYBE	NO
8. Do you feel a need for additional information about this topic?	1	2	0

Strong Features of the Inservice:

-Ideas presented were well organized & facility was great
-Marla
-The act of going through the process
-Group activities and handouts
-Dr. Bove was **extremely** knowledgeable about MAPPING **very** inspirational and encouraging. I can't wait to
Hear her again in the summer!!!
-Great exercises, presenter was dynamic, well organized and delivered
-excellent information presented, in appropriate manner, opportunities to network

Weaker Features of the Inservice:

-Some technical problems- but it made it fun too
-Could have used more time
-Sorry Dr. Bove was stuck due to weather & missed out Friday session. Would have liked to see her other videos.

General Comments

-One of the best meetings I have attended! More! More!
-Great , very informative
-Excellent! Superb!
-I enjoyed it we all need to develop more positive attitude towards the dreams and goals for our students
-Wonderful topic covered
-This workshop helped me understand better about what to do with my students to their future
-Wonderful
-A **marvellous** workshop-something new, different, and stimulating

Transition/MAPS
Pretest/Posttest
3-8-97

Based on 100 points

Code	Pretest	Posttest	Differences
1	0	100	100
2	0	80	80
3	0	100	100
4	25	100	75
5	-----	80	-----
6	25	100	75
7	---	100	-----
8	25	100	75
9	15	80	65
10	25	80	55
11	0	100	100
12	25	100	75
13	10	100	90
14	20	80	80
15	20	100	100
16	---	100	----
17	25	----	----
Range	0 - 25	80 - 100	55 - 100
Mean	15.4	93.75	82.31

GEORGIA DEAF-BLIND PROJECT
SIMPSONWOOD
JANUARY 1996

NUMBER	PRE-TEST	POST-TEST	DIFFERENCE
1	100	90	-10
2	80	100	20
3	50	90	40
4	40	90	50
5	60	80	20
6	60	90	30
7	80	90	10
8	70	80	10
9	50	80	30
10	50	90	40
11	80	100	20
12	80	100	20
13	80	100	20
14	80	100	20
15	90	100	10
16	80	90	10
17	90	100	10
18	80	90	10
19	90	100	10
20	90	90	0
21	70	100	30
22	70	100	30
23	90	90	0
24	100	100	0
25	70	90	20
26	100	90	-10
27	70	80	10
28	80	90	10
29	70	100	30
30	70	100	30
31	70	90	20
TOTAL:	**MEAN: 75.48**	**MEAN: 92.9**	**MEAN: 17.42**
	RANGE: 40-100	**RANGE: 80-100**	**RANGE: -10-50**

DEAF CULTURE & SIGNED COMMUNICATION
WORKSHOP EVALUTION SCALE SUMMARY
JANUARY 26-27, 1996

	7 EXCELLENT	6	5	4	3	2	1 POOR	MEAN
1. The organization of the workshop was:	29	9						6.76
2. The objectives of the workshop were:	30	4	2					6.77
3. The work of the presenter(s) were:	32	3						6.91
4. The ideas and activities of the workshop were:	27	6	1					6.76
5. The scope (coverage) was:	27	8	1					6.72
6. My attendance at this workshop should prove:	29	2						6.93
7. Overall, I consider this workshop:	29	3						6.90
8. Do you feel a need for additional information about this topic?	YES: 28						NO:2	

OVERALL MEAN SCORE: 6.82

INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH VISUAL IMPAIRMENTS, DEAF-BLINDNESS, AND MULTIPLE IMPAIRMENTS

NUMBERS	PRE-TEST	POST-TEST	DIFFERENCE
1	10	100	90
2	10	100	90
3	10	100	90
4	0	80	80
5	10	100	90
6	10	100	90
7	0	100	100
TOTAL:	MEAN: 10	MEAN: 97.14	MEAN: 90
	RANGE: 0-10	RANGE: 80-100	RANGE: 80-100

INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH VISUAL IMPAIRMENTS, DEAF-BLINDNESS, AND MULTIPLE IMPAIRMENTS WORKSHOP EVALUATION SCALE SUMMARY

	7 EXCELLENT	6	5	4	3	2	1 POOR	MEAN
1. The organization of workshop was:	5	1						6.83
2. The objectives of workshop were:	5	1						6.83
3. The work of the presenter(s) were:	5	1						6.83
4. The ideas and activities of the workshop were:	5	1						6.83
5. The scope (coverage) was:	5	1						6.83
6. My attendance at this workshop should prove:	5	1						6.83
7. Overall, I consider this workshop:	5	1						6.83
8. Do you feel a need for additional information about this topic?	YES: 4						NO: 2	

OVERALL MEAN SCORE: 6.83

Comments
May 16, 1996

1. **The stronger features of the workshop were:**

Hands on activities and demonstrations
Hands on material
Hands on instruction: using simulators to see how people with VI see
Kathy was extremely knowledgeable in visual impairments, and additionally in related fields
The examples used

2. **The weaker features of the workshop were:**

A lot to cover in the time allotted

3. **General Comments:**

Excellent workshop: Information presented was very relevant to my needs.
Kathy Heller will certainly be added to my list of resource people to call for help!!
I thoroughly enjoyed this workshop. I found it quite useful.

ORIENTATION & MOBILITY INSERVICE
MAY 1996

PARTICIPANTS	PRETEST	POSTTEST	DIFFERENCE
1	0	100	100
2.	20	100	80
3	0	80	80
4	10	100	90
5	0	100	100
6	0	90	90
TOTALS	RANGE: 0-20 MEAN: 5	RANGE: 80-100 MEAN: 95	RANGE: 80-100 MEAN: 90

ORIENTATION & MOBILITY INSERVICE WORKSHOP EVALUATION
MAY 1996

	7 EXCELLENT	6	5	4	3	2	1 POOR	MEAN
1. The organization of the workshop was:	4	1	1					6.5
2. The objectives of the workshop were:	4	2						6.67
3. The work of the presenter(s) were:	5	1						6.83
4. The ideas and activities of the workshop were:	4	2						6.67
5. The scope (coverage) was:	4	2						6.67
6. My attendance at this workshop should prove:	4	2						6.67
7. Overall, I consider this workshop:	4	2						6.67
8. Do you feel a need for additional information about this topic?	YES: 4						NO: 2	

OVERALL MEAN SCORE: 6.67

COMMENTS
MAY 1996

1. Stronger Features

-I "enjoyed" the simulations of blindness & found them very helpful
-The direct instruction was very beneficial, the simulators were superb
-Allowing us to go through leading blind persons by using blindfolds on a partner-Gave us the feeling both of being blind & of being the guide.
-Actually learning & doing the techniques involving the assistance of deaf-blind.
-Lots of hands on-Great

2. Weaker Features

-Need more time

3. General Comments

-I thoroughly enjoyed the workshop & I'm certain it will be useful
-Workshop was excellent-very relevant to needs in working with my students

DEAF CULTURE & SIGNED COMMUNICATION
WORKSHOP EVALUTION SCALE SUMMARY
JANUARY 26-27, 1996

	7 EXCELLENT	6	5	4	3	2	1 POOR	MEAN
1. The organization of the workshop was:	29	9						6.76
2. The objectives of the workshop were:	30	4	2					6.77
3. The work of the presenter(s) were:	32	3						6.91
4. The ideas and activities of the workshop were:	27	6	1					6.76
5. The scope (coverage) was:	27	8	1					6.72
6. My attendance at this workshop should prove:	29	2						6.93
7. Overall, I consider this workshop:	29	3						6.90
8. Do you feel a need for additional information about this topic?	YES: 28						NO 2	

OVERALL MEAN SCORE: 6.82

GEORGIA DEAF-BLIND PROJECT
SIMPSONWOOD
JANUARY 1996

NUMBER	PRE-TEST	POST-TEST	DIFFERENCE
1	100	90	-10
2	80	100	20
3	50	90	40
4	40	90	50
5	60	80	20
6	60	90	30
7	80	90	10
8	70	80	10
9	50	80	30
10	50	90	40
11	80	100	20
12	80	100	20
13	80	100	20
14	80	100	20
15	90	100	10
16	80	90	10
17	90	100	10
18	80	90	10
19	90	100	10
20	90	90	0
21	70	100	30
22	70	100	30
23	90	90	0
24	100	100	0
25	70	90	20
26	100	90	-10
27	70	80	10
28	80	90	10
29	70	100	30
30	70	100	30
31	70	90	20
TOTAL:	**MEAN: 75.48**	**MEAN: 92.9**	**MEAN: 17.42**
	RANGE: 40-100	**RANGE: 80-100**	**RANGE: -10-50**

GEORGIA DEAF-BLIND PROJECT WEEKEND RETREAT AT SIMPSONWOOD "ORIENTATION TO DEAFNESS AND AMERICAN SIGN LANGUAGE"

JANUARY 26-27, 1996

EVALUATION SUMMARY

A weekend retreat was sponsored by the Georgia Deaf-Blind Project of Georgia State University and was held January 26-27, 1996 at Simpsonwood Retreat and Conference Center in north Atlanta, Georgia. Workshop planner and principal trainer was Wendell W. Barnes, Jr., Director of the ASL Immersion Training Program for Interpreters and Assistant Professor of Interpreter Education at Floyd College in Rome, Georgia. Assisting Mr. Barnes on January 27 was Mr. Bob Green, Deaf consumer and Deaf-Blind Specialist at the Georgia Sensory Rehabilitation Center in East Point, Georgia. Thirty six participants answered at least part of the evaluation form distributed by Mr. Barnes.

The workshop was originally planned for persons new to deafness but working in various capacities with Deaf-Blind persons. During the weeks of registration, it became apparent that many persons planned to attend who have been working with Deaf persons in various capacities, and who were not new to ASL. The workshop was adjusted accordingly in an attempt to be sure that persons from the newest beginner to the seasoned professional could benefit from the training. The training is scheduled to continue at the next retreat at St. Simon's Island, Georgia April 12-13, 1996. The following is a summary of the responses to the evaluation form.

Seventeen trainees (47%) stated that they had 0-3 months experience using sign language of any type; three trainees (8%) stated that they had 4-6 months experience; four trainees (11%) stated that they had 7-12 months experience; two trainees (6%) stated that they had one to two years experience, and ten trainees (28%) stated that they had greater than two years experience using sign language.

When asked if the training dealt with specific skills that they lacked, 21 trainees (64%) strongly agreed with this statement and 7 trainees (21%) agreed. Four trainees (12%) were indifferent to the question and one trainee (3%) disagreed.

Trainees were next asked if the training helped improve their weaknesses. Twenty-three trainees (64%) strongly agreed with this statement and 11 trainees (31%) agreed. Two trainees (5%) were indifferent to the question.

When asked if the training activities used were appropriate, 32 trainees (89%) strongly agreed with the statement and four trainees (11%) agreed. When asked if the program was flexible enough and not overly structured, 27 trainees (75%) strongly agreed with the statement and 9 trainees (25%) agreed. When asked if they would recommend the training to others in the field, 32 trainees (86%) strongly agreed and 5 trainees (14%) agreed. The next question asked if there were enough breaks in the schedule, and 26 trainees (72%) responded that they strongly agreed with this statement, and 10 trainees (28%) agreed.

The next question asked if there was a sufficient amount of practical experience. Nineteen trainees (54%) strongly agreed with this statement; ten trainees (29%) agreed; 5 trainees (14%) were indifferent to the question and one trainee (3%) disagreed. When asked if they felt comfortable with the trainers, 35 trainees (97%) strongly agreed that they felt comfortable with Wendell Barnes, and one trainee (3%) agreed. Thirty-four trainees (94%) strongly agreed that they felt comfortable with Bob Green and two trainees (6%) agreed.

Trainees were next asked if they felt that Simpsonwood was an appropriate location for the training. Thirty one trainees (89%) strongly agreed with this statement and four trainees (11%) agreed. When asked if they would attend a similar workshop again, thirty-four trainees (94%) strongly agreed and two trainees (6%) agreed.

The next section of the evaluation dealt with the effectiveness of the instruction for each of the activities of the weekend. Twenty-one trainees (66%) stated that the "Introduction to Deaf Culture, ASL and Sign Systems" was superior in effectiveness, and 10 trainees (31%) felt that it was above average. One trainee (3%) was indifferent to the question.

The next activity to be rated on effectiveness of instruction was the "Fingerspelling Basics" activity. Twenty-six trainees (79%) felt that it was superior in effectiveness, while six trainees (18%) felt that it was above average. One trainee (3%) was indifferent to the question.

The "Fingerspelling Bee," the final activity of the first evening, was the next activity to be rated. Twenty-eight trainees (82%) felt that this was superior in effectiveness of instruction, while six trainees (18%) felt that it was above average.

The second day began with a more general "Introduction to ASL," and the instructors taught some basic survival signs. Twenty-five trainees (74%) rated this activity as superior in effectiveness of instruction, eight trainees (23%) rated it as above average, and one trainee (3%) was indifferent to the question.

"Conceptual Accuracy" was the next topic for discussion, and twenty-seven trainees (75%) rated the effectiveness of the instruction of this topic as superior. Eight trainees (22%) stated that it was above average, and one trainee (3%) was indifferent to the question.

Trainees were next led through a brief workshop in "Non-manual Markers." Twenty-five trainees (69%) rated the effectiveness of instruction of these activities as superior, nine trainees (25%) rated them as above average and two trainees (6%) were indifferent to the question.

"Classifiers" was the next topic for discussion, and 24 trainees (67%) stated that this was superior in effectiveness of instruction, while 12 trainees (33%) felt that it was above average.

The final activity to be rated was the "Visual Exercises," and thirty two trainees (89%) rated these as superior in effectiveness of instruction, while four trainees (11%) felt that they were above average.

The next section of the evaluation dealt with the effectiveness of the activities themselves. Regarding the "Introduction to Deaf Culture, ASL and Sign Systems" activities, twenty-one trainees felt that they were superior in effectiveness and 12 trainees (36%) felt that they were above average. For the "Fingerspelling Basics" activity, 27 trainees (82%) felt that they were superior in effectiveness, five trainees (15%) felt that they were above average, and one trainee (3%) was indifferent to the question. The "Fingerspelling Bee" was rated as superior in effectiveness by 29 trainees (85%,) and as above average by five trainees (15%.)

The "Introduction to ASL" activity on the second day was rated as superior in effectiveness by 23 trainees (66%) and as above average by 12 trainees (34%.) The "Conceptual Accuracy" activity was rated as superior in effectiveness by 24 trainees (67%) and as above average by 12 trainees (33%.) The "Non-manual Markers" activity was rated as superior in effectiveness by 23 trainees (64%,) as above average by 12 trainees (33%) and one trainee (3%) was indifferent to the question. The "Classifiers" activity was rated as superior in effectiveness by 25 trainees (69%) and as above average by 11 trainees (31%.) The "Visual Exercises" activity was rated as superior by 30 trainees (83%) and as above average by six trainees (17%.)

The next section of the evaluation asked trainees to list what were the greatest benefit(s), value(s) or advantage(s) that the program gave to them. The following responses were received:

- The trainers and colorful instruction.
- Lots of "hands on," practical experience, dynamic speaker to make us interested and involved; great hand-outs. Thanks!
- I learned the very basics of sign language by fingerspelling--this will help me build a foundation to build on.
- It showed me how rusty I am in my use of ASL and that I need to sharpen my skills.
- Gave basics, which were what I needed.
- The contacts I made as a deaf educator and the exposure to ASL.
- It was very practical in nature and full of useful information.
- The information on classifiers and non-manual makers was very beneficial.
- This training program will help me to communicate better with some of my hearing-impaired students.
- It really helped to strengthen the skills that I had.
- I gained more knowledge on the use of classifiers which I need to use more when I'm signing.
- This was an excellent workshop even better if you got more people with beginner skills.
- An accurate understanding of deaf communication--it is definitely more than sign language!
- Get to see beginner signers relax and not to be afraid to sign.
- The demonstration of the facial, spatial, just everything about ASL or sign language. I also got to meet others in the field.
- Intro to non-manual markers.
- I learned more about classifiers.
- The handouts will be great resources. You also clarified lots of rules/structures that I was not aware of.
- I learned many new signs and lots about the signs used in certain situations.
- Info--both concrete and background. Helped me understand ASL vs. English.
- Interest in continuing ASL.
- Overall, everything was great. I'm ready for more!!
- I learned basic signs that I didn't know so I could at least, somewhat communicate with the deaf.
- Exposure and information.
- More detail into understanding ASL structure.
- Liked the overview of ASL and signing ASL, "classifiers," very helpful. "Non-manual markers"--understood it, but don't think I could model it.
- A good introduction to beginners, especially the fingerspelling. The "conceptual accuracy" info was good.
- Group activities, non-threatening, introductory scope.
- Increasing my knowledge on deaf-blind people.
- How much is really involved in sign systems and ASL specifically.
- Fun, non-threatening atmosphere.

The next question asked the trainees to make any criticism(s) that they would like to make about the program. The following responses were received:

- Some more time to practice basic sign.
- NONE. This was a fantastic seminar.
- Great workshop!
- I only wish that it could have been a little longer, so that we had more time to go over things.
- More time (maybe two weekends).
- Make more time to learn more signs for beginners.
- More practice and application time.
- Use of "non-manual markers" is probably a bit too much for beginning signers. Perhaps more practice reading signs and signing learned signs would have been beneficial. Could also use more on body language. Some sign details (components) may be difficult to retain after leaving.
- Need more practice time.
- There is so much to absorb and so little time. But organized in such a way that remembering info will be easier.
- Great variety of experience of students.

The final question of the evaluation asked trainees if there was any question that was not present on the evaluation form that they would like to have responded to. If there was, they were to write the question and their response. The following responses were received:

- Any modifications needed for public school classroom settings.
- Was this seminar worthwhile? VERY MUCH.
- Talk some about the personality differences in signing individuals--for example: children vs. very old people.
- Would like more opportunity to sign in conversation.
- Not a question but a comment--enjoyed the workshop even as a skilled signer. Always nice to see what and how others are signing.
- Excellent presentation. Let's do more!!
- Need more opportunity to sign.

APPENDIX F

TECHNICAL ASSISTANCE LOG OF SAMPLE ACTIVITIES OVER THE FOUR YEARS OF THE GRANT

SAMPLE TEACHER & ADMINISTRATOR LETTERS

Georgia Deafblind Project Technical Assistance Summary March 98	**Description of Technical Assistance Provided/ Objectives**	**Results/ Progress Codes**	**Training and Inservices**
3/5/98 Home Visit with Physical Therapist in Lavonia Kaitlen Dickenson	Provide strategies and resources for parents of deafblind child	Initiated during visit and recommend follow-up. Report to nearby RESA.	
3/9/, 3/10, 3/11 GSU Final Preparations for Usher Awareness Conference in South Carolina	A. To determine the role of educational advisors at the meeting and plan strategies for meeting on Saturday B. Organize meeting with parents	a.implemented Completed as time ahd personnel and material fully prepared. b. Meeting date and time selected	
3/13, 3/13, 3/14 Joint GA/South Carolina Usher Syndrome Awareness Conf. 35 participants from Georgia	To provide newcomers with an overview of the syndrome and to target screening procedures and look at how to start a program in the state	Implemented	Excellent review of medical info and other material plus discussion on establishing a program
3/17 Georgia Academy for The Blind/ Antavius Wynn	To Provide follow-up assistance during evaluation day in Macon	Implemented / Met with parents and staff	
3/24/98 Moultrie Ga. Antavius Wynn at school / Jana Brewer	To look at options for the coming year and consider modifications to the students present schedule.	Implemented as Antavius will spend more time with the teacher of the hearing impaired and in with signers as well.	

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Georgia Deafblind Project Technical Assistance Summary March -April 98	**Description of Technical Assistance Provided/ Objectives, Teacher**	**Results and Progress Codes**	**Training and Inservices**
3/ 26/98 Campbellton Elementary School/ Sterling Harris	To provide assistance with the strategies for teaching Sterling. Assist with O & M and communication methods.	Initiated some ideas about how to rearrange the classroom and how to encourage use of residual vision.	
4/2/98 Georgia Academy for the Blind Antavius Wynn	To attend evaluation meeting and discuss the results and consider placement issues.	Implemented into file and Antavius showed tremendous self help skills suggesting once again a need to look closely at his potential.	
4/3/98 Planning Meeting GSU Usher Screening Committee	To discuss the planned meeting with represenatives from Emory University Hospital.	Date is set at Clinic at Emory and Dr.Drack and Dr. Todd to join us.	
4/13,4/14 98 Moultrie IEP Antavius	To assist with placement of student and visit a new classroom with children functioning at mild mod level	Imp. Plan to search out an intervenor type of position for the student. Recommended an inservice during July provided by Jessie Moreau	

Georgia Deafblind Project Technical Assistance Summary April - May 1998	**Description of Technical Assistance Provided/ Objectives and Teacher**	**Results/ Progress Codes**	**Training and Inservices**
4/24,4/25,/4/26 Madison Wisconsin/ Great Lakes Regional Center For Deafblind	Presentation		Orientation and Deafblindness inservice training for Parent Workshop
5/11/98 Home Visit with Sterling Harris. Includes a group of professionals/ vision, behavior spec, O & M etc	To assess the performance of Sterling in the home environment. Consider his use of residual vision and hearing.	Completed.. S. demonstrated effective use of vision to avoid obstacles and travel around the house on his own. S. Responded to his mother and father's voice by following directions	
5/12/98 Clayton Schools with Dr. Richard Long and Mark Gasaway	To provide graduate student in Deafblind Program at GSU hands-on opportunity to observe and interact with some of Dr. Long's students	Implemented Visited with 4 different children providing grad student with varying levels of function	
5/13/98 Fair St.Elementary, Gainesville Ga. Courtney Jackson	To provide assistance to teacher (Joy Murrell) and parent as far as teaching strategies are concerned. Major concern is the use of sign lang.	Hand in Hand materials shared and some info on sign language used in class	

Georgia Deafblind Project Technical Assistance Summary May-June 1998	**Description of Technical Assistance Provided / Objectives**	**Results/ Progress Codes**	**Training and Inservices**
5/13 Georgia Tech University Education Class	To provide information related to deafblindness and Orientationa and Mobility	Implemented	A series of practical experiences inside the class and in the hallways using blindfolds.
5/14/ 98 Georgia State University/ Graduate Classroom Technology for Special Education	To provide information on the use of technology in Orientation and Mobility. ETA's	Implemented	Presentation with a selection of Electronic devices demonstrated
5/20/98 Campbell Elem/ Sterling Classroom Observation	To see a second time working with teachers and observe the escalating behavior which has become a concern	Completed	
5/20/98 Birkmar Highschool IEP Jennifer	Review of the performance for the year and discuss placement for the coming year.	Completed	
5/26/98 Donna Andrews/ North Ga. College	To provide inservice to undergrad students in deafblindness	completed	series of simulations including wheel chair mobility experience
6/1/98 Usher Screening Meeting/ Emory University	To discuss issues related to the establishment of a screening program in the state of Ga.	Initiated: People assigned to various projects...ie. Dr. Drack will find out about ERG's/ Aug 18 follow up	

Georgia Deafblind Project Technical Assistance Summary June 1998	**Description of Technical Assistance Provided/ Objectives**	**Results and Progress Codes**	**Training and Inservices**
6/3/98 Stakeholders & Advisory Board Meeting AASD	1.To continue to explore the specific areas of concern in break out groups ..ie. Transition 2. Look to the Advisory Brd to assist with selection of Demo site and provide update on trainings...Usher etc.	Completed/	
6/5/98 Deafblind Awareness Meeting / Helen Keller Regional Office	1. Finish plans for picnic on Sunday June 28 at Mark G's cousins place. Ga. DB Project will provide 4 interpreters for occasion	Complete	
6/11/98 Campbell Elem IEP/ Sterling Harris with Carole Guerin	To determine eligibility and placement of student for next year.	Implemented Sterling identified as deafblind and will be in a mild class at Olive Elem.	
6/11/98 Scottish Rite/ Carrey, Deablind/ TBI Observe and Provide Inservice on O& M with Dr.K Heller	To make some initial assessment on the residual vision and hearing of child. Assist with inservice for the staff serving the child with strategies for communication and O & M related activity	Implemented	Excellent response from staff/ OT's PT's Physicains/ Caseworker Follow up to teach staff how to implement objectives in O & M in hospital on Friday, June 26

Georgia Deaf-Blind Project Annual Report 10/5/98-10/12/98
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance/ Activity**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
October 5, 1998, **Meeting** for Usher Screening Committee at **Emory University Medical Complex**	To establish and initiate the use of a **Vision Screening Tool for Children with Hearing Impairments**	Compare content of screening kits used previously for this purpose. Contact Dr.Sandra Davenport to attend next meeting.	Study the checklist recommended by the committee and consider	**IP** Dr. Davenport contacted and accepts invitation to serve as consultant
October 6, 1998, **Mr. Tim Miller,** O&M Specialist Contacts project about high school student, **Demesha White**. Schedule visit to home, school in Clayton County ASAP.	To assist team members to arrive at a selection of a school or workplace that best suits the needs of the high school student	Visit to the school and home and to observe the student in both environments. This will be followed by a visit to the proposed placement site, Academy For The Blind	Observation and follow up team meeting with staff from school and Academy For The Blind	**PI** Ed Team will visit the Academy For the Blind at the end of the month.
October 12, 1998, Mount Olive, Kirk T. Elementary School, S. Harris	To provide assistance with team of teachers in establishing communication system	Visit the classroom and meet with the staff working with child.	Observe S. in his classroom environment and observe communication behavior	**I P** Behavior Problems are still very frequent

Georgia Deaf-Blind Project Annual Report 10/14/98-10/20/98
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented
CODE TA: M=Meeting,
Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
October 14, 1998, Georgia State University, **Staff Meeting**	To determine the distribution and activity of **Educational Advisors** in the state.	**Staff discussed the** map representative of distribution of children on census and looked at location of educators	Paper work indicating interaction between Advisors and teachers or parents	**IMP** The team determined areas where educators are needed and evaluated work in progress.
October 15, 1998, Flint River Middle School, Clayton County	To determine the eligibility of a student who was identified by the O&M teacher, Mr.Tim Miller/hearing processing problem is in question		Observation	**IMP** The student's hearing is intact and there is no indication of change. We will monitor child's progress
October 19-20, Dublin City Schools, Denise Lee, Suzie Dasher Elem Brittany	To determine the best communication system, assist with change in classroom envir	Assisted teacher with removal of the "clutter" in the classroom and made object calendar model		**PI** Showed staff use of object calendar.

Georgia Deaf-Blind Project Annual Report 10/ 22/98-10/26/98
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented Objectives, T. Imp= Targeted Training Objectives Implemented

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
October 22, 1998 Georgia State University, GSU, Teaching Undergraduate Class on Sensory Loss & Deaf-blindness	To provide overview of vision loss & deaf-blindness	Power Point slide presentation and hands-on experience for varying degrees of vision loss and blindness plus hearing occluder	Evaluations pre-post test	**T. IMP** Completed & collected data and students successful on post test portion.
October 23, GSU, Planning Transition presentation for parents at KIWANNIS event	To complete oral presentation for 10/25 workshop and participate on panel discussion			**PI** Completed Preparation for family conference
October 24, University of Ga. Kiwannis Conference for Parents	To provide information about project, distribute brochures, and serve on professional panel		Evaluations Gathered requests for services and new registrations from parents	**T. IMP** Spoke of group of 40/ Identified 2 new students and distributed 50 brochures

Georgia Deaf-Blind Project Annual Report 10/28/98-10/30/98
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented
CODE TA: M=Meeting,
Project Coordinator: D. McJannet

Date: Student: **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
October 28, 98, Debbie Nelson, Ellijay Primay School, S.Patterson	To assist with presentation of adapted O&M device. Provide follow up support with Object/ Sign calendar system	Meeting with classroom teacher and team. Follow the student during route travel in the school and observe use of present calendar system	Observation	**PI** Student used the PVC device and seems **IMP** Progress with calendar and signs
October 29, 1998, Macon Academy For The Blind, Team Meeting & Evaluation. D. White,	1. To provide input at planning meeting following assessment of D. White at school.	1.Attend meeting with staff and family following assessment. 2. Meeting with team of teachers working with the student		**IMP** Team decision plans made to accept D. White at Academy
October 30, 1998 Transition Meeting with Dr. Heller & Kay McGill State Rehab	To identify role of DHR in transition committee	Meeting with the DHR manager to identify collaborative effort to train staff and teachers.		**I** Decision to work to organize training program

Georgia Deaf-Blind Project Annual Report 11/ 3/98-11 4/98
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure Data Observe Assessment**	**Progress**
November 3, 1998 GSU, Staff Meeting, Educational Advisor Review & Personal Futures Planning Training 11/6, 11/7	1. To review material for family panel in workshop Friday and Saturday 11/6,7 2. Review ed advisor list & needs list	Met with representative from family panel. Checked out the needs list indicated by advisors.		**PI** Completed review and needs list of advisors
November 4, Home Visit/ Deborah Williams for Gregory who is homebound at this time	G. will demonstrate expressive and receptive communication methods using his residual vision or hearing and a switch device	Visit home to determine how mother communicates with the child, noting vision behavior & check out organization of room etc	Observation & discussion with parents	**IP** G was very sensitive to new visitor but managed to demonstrate **use of finger switch**. **Positioning ideas given to enhance vision use** and a return visit planned in near future

Georgia Deaf-Blind Project Annual Report 11/6/98-11/7/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented, T. Imp= Target Training Objectives Implemented

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
November 6,7 Simpsonwood Retreat Center Educational Advisor & Parents Training/ with Dr. Toni Bowen presenting Personal Futures Planning	Participants will review the progress of the advisor program and receive feedback from parents. Dr..Bowen will provide an inservice on PFP	Parents and advisors gather to discuss strategies which work best in the home etc. Dr. Bowen combines formal lecture, overheads, practical experiences to teach PFP methods.	**Pre-Post Test** and evaluation of Advisor meeting	**T. IMP** Training Completed and evaluation and Post-Test results are excellent
November 9, Partee Elemementary, Orlando Benitez, Gwinnett Co. Melanie Abhad	O. will demonstrate effective use of his residual vision while using his walker O. will demonstrate effective use of an object calendar for expressive and receptive communication.	Provided P.T. ideas of how to use PVC blocker on the walker so as to provide additional protection Introduced a very simple concrete calendar system to be employed in classroom in conjunction with the use of sign language		**IP** O. is very challenging because he has numerous medical problems

Georgia Deaf-Blind Project Annual Report 11/18-11/19/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented, T. Imp=Targeted Training Objectives Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure Data Observe Assessment**	**Progress**
November 18, 1998, Logan Beasley, Home Visit, Gwinnett Schools	To provide parents and visiting therapists assistance with communication system within home. To assist with arrangement of living space for pre-schooler	Demonstrated use of object and touch cues as a stepping stone to formal sign language to mother, Physical Therapist, Occupational Therapist		**PI** Will provide follow up in the home and assist with plans for child at school. Parent invited to workshops
November 19, 98, Vision Teachers Conference, Academy For The Blind	To present information about the project and discuss the education of the student who is deaf-blind	Power Point presentation of project structure, objectives, function Power Point presentation featuring etiologies, teaching strategies, and hands-on simulations pictures of students	Evaluation Forms and Pre-Post Test	**T. Imp** Completed presentation to 40 people and received excellent feedback/ "Wanted more time"

Georgia Deaf-Blind Project Annual Report 11/11/98-11/16/98
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented, T. Implemented= Targeted Training Objectives Implemented

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
Nov. 11, GSU, Teach Graduate level class on Deaf-blindness & Hearing Impairments	To present information about hearing loss associated with deaf-blind population.	Power point presentation and practical experience using vision loss simulators & auditory occluders	Evaluation Forms	**T. IMP** Completed with positive feedback from students want follow-up
Nov 12-14/ Workshop for Teachers in Dublin City Schools	To present information about etiologies, teaching strategies, physical therapy and positioning etc	Power Point presentation and use of props including simulators and dolls to demonstrate child's positioning for feeding ect..	Evaluation forms and Pre-Post Test	**T. IMP** Completed and teachers performed well on Post Test
Nov. 16, Mount Olive School, Fulton Co. Staff Training for S. Harris	To give teachers the opportunity to wear simulators while participating in activities included in students daily routine. Includes indoor and outdoor	Teachers given the chance to practice object and sign communication so as to better comprehend challenges related to "busy" classroom environment	Evaluation Form	**T. IMP** completed and some teachers would like to attend the next workshop on O&M in December

Georgia Deaf-Blind Project Annual Report 11/20/98-12/2/98
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented
Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	Target Outcomes/ Objectives	Strategies/ Time Lines and Team Members	Evaluation Procedure Data Observe Assessment	Progress
November 23/ GSU, Meeting to discuss Ed Advisors Program	To determine progress of program and needs list according to family coordinator	Data or reports collected since beginning.		**IP** Continuing to get new reports on an ongoing basis
November 26-30 GSU/ Census Mailing	To organize and update, send out most recent data on children for 97-98 year			**IMP** Completed
Dec 1, 98 Usher Committee Meeting, Emory Medical Center	Committee will examine report from Dr. Drack and Davenport and discuss pilot study	The policy with regards to who is best to provide examination discussed AASD and Cave Springs are targeted.		**PI** January dinner meet with Dr.Drack and Dr. Davenport is scheduled and the selection of AASD for pilot study of screening is accepted

Georgia Deaf-Blind Project Annual Report 12/3/98-12/7/98
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented, C=Completed

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure Data Observe Assessment**	**Progress**
December 3, 1998, Partee Elementary, Gwinnett Co.	To determine progress of student in preparation of IEP meeting	Review of communication progress in terms of number of signs used during class for receptive/expressive purposes	Teacher keeps data sheet and shares with consultant	**IMP** Orlando has learned 2 or 3 new signs including "more" and teacher's name sign
Dec 4,5 Simpsonwood Center, Orientation and Mobility & Usher Workshop, Joe Jioffi,	To provide participants with a better understanding of O&M and Usher Syndrome	Slide presentation and numerous practical experiences using blindfolds and simulators and use of canes & tactile maps	Evaluation and Pre-Test Post Test	**T.IMP** Completed successful workshop, excellent feedback/ * hands-on by parent of teen with Usher
December 7, 1998/ Home Visit, Paul Durant	To determine the plan for Paul's future after leaving high school and discuss safety issues.	Reported on the program at Cave Springs **to increase vocabulary with hope to enter Gallaudet University**		**PI** Follow up planned to school in Cave Springs in December.

Georgia Deaf-Blind Project Annual Report/ 12/7/98 * Stakeholders/ Advisory Meeting
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives/ Group Activities**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
Dec 7, 1998 Atlanta Area School for The Deaf Dr.K.Heller F.M D'andrea Lynn MacFarland	Identification Group	Early Identification of children using Vision Screening Program Method of tracking children moving from school system to another.		I ALL of the groups had initiated the objectives for the year ahead
Bob Green Doug McJannet Kay McGill Jessie Moreau	Transition Group	Closing gaps in transition & provision of Educational Advisors for parents dealing with transition age child between 2.5 and 6		I
Susan Lasceck Dr. Stephanie Dirst	Media/ Building Bridges Group	Resource Guide for all existing services in State		I
Liz Cohen Paula Forney Dr.Heller	Family Action Group	Monograph to describe quality of services in schools for children with vision and hearing loss. Further training for parents in form of workshop		I

Georgia Deaf-Blind Project Annual Report 12/10/98-12/14/98
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented,C=Completed

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
12/10/98 Meeting with Dana Pass about A Brown attending Fourth Street Elementary School, Clarke Co.	Initial visit to school to help determine the appropriate method of communication for the student	Meeting with consultant Dana Pass, who has been working with the parents and teacher. Visit the classroom	Observe	**PI** Behavior and student's lack of visual attention were the key concern during the visit
12/14/ 98 Atlanta Area School For The Deaf, M.Farrell	To assist with functional vision assessment in classroom and determine need for Orientation and Mobility Instructor	Observed student in class and saw him travel to and from other areas of school. conditions	Recorded observations in terms of ability to locate, track, determine distances and respond to changes in the surface type and various lighting conditions	**PI** To provide report and will recommend a formal evaluation by an Orientation and Mobility Specialist
12/16/98 Meeting/ GSU	To discuss plans for order forms and training items			**I** We all will submit

Georgia Deaf-Blind Project Annual Report 12/10/98-12/16/98
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented,C=Completed

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
12/10/98 Meeting with Dana Pass about A Brown attending Fourth Street Elementary School, Clarke Co.	Initial visit to school to help determine the appropriate method of communication for the student	Meeting with consultant Dana Pass, who has been working with the parents and teacher. Visit the classroom	Observe	**IP** Behavior and student's lack of visual attention were the key concern during the visit
12/14/ 98 Atlanta Area School For The Deaf, M.Farrell	To assist with functional vision assessment in classroom and determine need for Orientation and Mobility Instructor	Observed student in class and saw him travel to and from other areas of school. conditions	Recorded observations in terms of ability to locate, track, determine distances and respond to changes in the surface type and various lighting conditions	**PI** Submitted report Suggest formal evaluation by an Orientation and Mobility Specialist
12/16/98 Meeting/ GSU	To discuss plans for order forms and training items			**I** We all will submit

Georgia Deaf-Blind Project Annual Report 1/12/99-1/14/ 99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented, C= Completed

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
1/12/99 Athens Ga. Fourth St. Elem & Home A.Brown with Dana Pass	To establish effective communication system Assist with behavior team	1. Teacher encouraged to get student's visual attention using partial touch cues and sign language 2. To call in Behavioral consultant		**PI** Shared concerns with Behavior Specialist and located educational advisor
1/13/99 Atlanta Area School For The Deaf/ Staff Training & Usher Syndrome	To provide overview of Usher Syndrome and Orientation and Mobility Training	Discussed the move toward early assessment explored teaching strategies for use in the classroom and at home. Shared concerns about safety & O&M for students in program	Evaluation Forms	**T.IMP** Completed training and enjoyed good response from teachers.
1/14/98 Statesboro Ga./RESA Heidi Oquindo	To provide technical assistance to Teachers in the area/ Vision Consortia	Power Point presentation including information about our children with multiple disabilities. Tour of schools in area	Registration of new students	**T.IMP** Training a success **I** Initiated work with new teachers & students

Georgia Deaf-Blind Project Annual Report 1/22/99-1/25/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress,

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
1/22/99 Atlanta Area School For the Deaf/ Brandon White	Brandon will demonstrate effective use of his vision while using his picture symbol board and traveling in the school	Visit classroom and provide feedback about how the classroom is arranged. Observe student in classroom and traveling between classroom	observation	**IP** Teacher tried using a solid black background and will consider using larger sized symbols
1/25/99 Usher Syndrome Screening with & Dr. Drack, Dr Todd, Emory, Dr.Davenport Minnesota as consultant	To identify to policy for recommending pediatric opthalmological evaluation versus optometrist and Explore a Vision Screening Program that will help to identify ALL children with vision loss			**IMP** Medical reps and staff agreed on the risks of having optometrist determine need for ERG. We will go ahead and not only target children with Usher

Georgia Deaf-Blind Project Annual Report 1/25/ 99-2/12/ 99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented, C= Completed

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
1/25/99 Mount Olive Elementary/ Mr.Kirk, S. Harris	Serve as member of team for planning committee	Attend beginning year meeting with parents and staff to discuss progress of behavior program and student's progress	Examined the data collected by behavioral team	**IP** Suggest continuing in the "new" classroom
1/27 Staff Meeting, AASD, Project Staff Meeting	Discuss the development of regional coordinators/ February visit to McIntosh Co. and Liberty Co	Have Special Ed Directors organize itinerary and identify personnel who could assist with regional coordinator question		**PI** Completed this objective as dates scheduled & itinerary
February 8 McIntosh Co. Visit with Special Ed Director	Identify new students and a person for reg. coordinator			**IP** New vision teacher with experience with D.B.
Feb 9,10,11 Visits to Schools, B.Porter/ Myers Interview Teacher VI.	Assess progress of Brittany with communication system	Observe the student and teacher in the classroom Meet the new vision teacher	Observation	**IP** Teacher has introduced a few new cues.

Georgia Deaf-Blind Project Annual Report 2/17/99- 3/5/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
February 17, Partee Elementary School/ Parent to meet with Orlando's mother	Provide parent networking opportunity to Mrs. Benitez	Parent who has a child with CHARGE syndrome to meet the parents of student and provide support as needed		**IMP** Parents meet and have exchanged information
February 21-23, San Antonio Texas/ NTAC Training	Network with as many people as possible Attend presentations			Attended
3/3/99 Mount Olive Elementary School Planning Meeting	Assist at meeting for behavior team.	Team changed the amount of time for break time and add object to select break time.		**PI** **Reduced break time**
3/5/99 Catoosa Crossroads Elementary, Dillon Hightower	Technical Assistance in classroom to determine functional use of vision.	Observe student as he participates in everyday classroom activities and Moves in wheel chair between classrooms Observe in cafeteria and other parts of school	Observe	**I** The student has significant vision and hearing. Positioning issues are crucial for child.

Georgia Deaf-Blind Project Annual Report 3/8/99-3/19/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	Target Outcomes/ Objectives	Strategies/ Time Lines and Team Members	Evaluation Procedure Data Observe Assessment	Progress
3/8/99 GSU. Meeting to prepare update census with staff members.	Change all the latest updates of children moving on or off the census and add new description to identify O&M needs and behavior issues			Completed new forms and added new students
3/11/99 Crossroads Academy, Dillon Hightower	Dillon will demonstrate use of picture symbol calendar a. in classroom. b. to travel from one destination to another	Classroom teacher has been recording vision use on intermittent basis as requested	Data Collection	**IP** Student is still needing a lot of prompts. Team of therapists are using it as well.
3/16/99-3/19/99 Gregory Williams/ Fulton Co. Schools, Pictures, S. Harris, Mount Olive Elementary	Photo session to help prepare for Presentation for Emory & O&M conference	Will use case studies to describe the variety of students on census.		**IP** Completed photo session and interviewed parents.

Georgia Deaf-Blind Project Annual Report 3/21/99/-3/25/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
3/21/99 Atlanta, **Southeast O&M Conference**	Present on project, and the importance of Orientation and Mobility for students who are deaf-blind	Power Point slide presentation depicting the etiologies associated with the deaf-blind student population in Georgia/ O&M hands on practical experience with wheel chair included	Evaluation Forms	**T.IMP** completed objectives and excellent evaluation returns
3/23/99 Same as Above	Repeat	Repeat		**T.IMP** Same results
3/25/99 GSU/ Staff Meeting/	1. Gather letters of support 2. Discuss impact of SIG grant 3. Revitalize parent group/ HOPE 4. Family Needs 5.Regional Trainings	1. Mailing to Advisory, Stakeholders, Parents Medical Personnel 2. Joint training opportunities and monograph planned 3 Parent training planned/ looking ahead to do sibling workshop in 2000 4. Monograph on service quality 5 Workshops/		**IP** Letters have been accepted and other activities under way

Georgia Deaf-Blind Project Annual Report 4/2//99/-4/14/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	Target Outcomes/ Objectives	Strategies/ Time Lines and Team Members	Evaluation Procedure Data Observe Assessment	Progress
4/2/99 Pam Greiner, O&M Atlanta Public Schools	1. To discuss her role as Educational Advisor 2.To gather information on students who are on census	a. Provided hand outs and informed of role of Educational Advisors b. Shown how to fill out forms c. Gave Pam registration paper for potential student		**IP** Pam will contact me about child who uses wheel chair if hearing is still a concern
Holiday April 2-12, University Break				
4/14/ 99, Elaine Clark Center, Preschool Program for Isahah	1 Initial visit to school 2. Assist with vision use and O&M and communication concerns	Reviewed notes on Cornelia de lange Syndrome/ Discussed with mom/ Met with staff, reviewed progress. made some initial recommendations related to prompting child		**IP** Initiated consultant services and will follow up with home visit/ there are still medical concerns with regards to feeding problems

Georgia Deaf-Blind Project Annual Report 415/99/-4/26/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
4/15/99/ Meeting , Partee Elementary, Orlando Benitez, Parents Staff	To discuss the child's progress since the medical procedure which saw the trachea removed	Will continue to monitor changes and have teacher maintain data with regards to vision use/ motor behavior	Data collection based on performance during daily schedule	**IP** Child's overall health has improved and there is more time for learning in classroom
4/22/-4/26,99 Canadian Deaf-Blind And Rubella Conference	Two workshops for parents and teachers in and around Ross MacDonald School For The Blind/ One workshop directed at Graduate O&M students from Iroquois College Program/ Mary Maureen Hill	Power Point Presentation/ Simulation Experiences/Case studies	Evaluation forms and Pre-Post Test Questions	**T.IMP** Completed workshops and good results from Pre-Post Test * Two day workshop planned for 2000

Georgia Deaf-Blind Project Annual Report 4/27/99/-5/5/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
4/27/99, Meeting , Helen Keller Regional Office, Atlanta, John Eisenberg	Discuss the upcoming Stakeholders Meeting and plans for Training with DHR featuring Transition Concerns	Initial planning meeting with Kay McGill is scheduled/ Dates planned for Simpsonwood		**IP** Completed first stage of planning
4/30/99 Conference for Emory University and Ophthalmologist Assistants/ Orthoptists	Presentation addressing the Georgia Deaf-blind Project with Special Emphasis on infants/ and early detection of vision/hearing loss & O&M	Power Point Slide Presentation & Practical Experiences		**T.IMP** Well received with audience of approx 80-100 people/ Includes med reps from Emory.
5/3/99 Meeting with Debbie Harris and Teacher, Kirk / S.Harris, Mount Olive	Discussion of continuing Ed program during the summer months	Placement selected and plans to "organize" calendar and room early scheduled		**IP** Team will meet again before school starts

Georgia Deaf-Blind Project Annual Report **Stakeholders & Advisory/ May 5, 99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure Data Observe Assessment**	**Progress**
May 5, 1999/ AASD, Stakeholders Meeting & Advisory Board	1. Identify progress of all of the committees 2. Discuss all of the project activities 3. Discuss activities with Advisory Committee *= Discussed in both meetings	Identification Committee discussed the progress with the Usher/Vision *Screening Program and introduced Director & Nurse of AASD to discuss pilot study & Educational Advisors Transition Group presented information on the * Summer Program of Training involving parents, teachers, rehab Family Group showed the *monograph which is being put together		**PI** **PI** **PI**

Georgia Deaf-Blind Project Annual Report 5/21/99/-5/26/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure Data Observe Assessment**	**Progress**
5/21/99 Clayton Co. High School/ Paul Durant's Transition Meeting with Bob Green	Based on visit to Cave Springs, Interests Academic Records. 1. To determine what program would assist student who has been identified to have Usher.#1	Team meeting reviewed Paul's situation and discussed his options. a. He expressed interest in the summer program for individuals with Usher at HKNC in New York. b. Wants to try the computer driven program to increase vocabulary in Cave Springs		**IP** Bob Green will serve as will Susan Lasceck of HKNC. **IMP** Paul accepted to attend short Usher program at HKNC in New York this summer
5/24-25 Census Review with Liz Cohen, Dr. K. Heller	To update latest information received on students			**IP** completed and have file for individual counties
5/26/99-31 GSU/ Simpsonwood Planning for Transition conf	Visit Simpsonwood	Visited rooms to be used at Conference Center. Determined size and layout		**IP** Large conference room/ open space

Georgia Deaf-Blind Project Annual Report 6/1/99-6/9/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure Data Observe Assessment**	**Progress**
June 1-4 Final Preparations for Statewide Transition Training	1.Handouts Ready 2. Power Point with new slides 3. Transport for Bernie Wynn and Carmela 4. SDU Listing for all participants			**IP** Handouts done The hotel and transport are taken of New slides added SDU forms ready
June 7-9 Transition Conference Hosted by GDBP and DHR	1. Provide participants with information about the project 2. Provide participants with a better understanding for transition and how to work with the state.	Power Point Presentations on Project and Role in Education. Presentation on O&M and Deaf-blind youth and adults with focus transition needs and Case Study Power Point Presentation and with student and Family Panel to discuss options with team	Evaluation Forms issued by NTAC and GDBP	**T. IMP** Excellent returns with special made about the Case Study Family Panel

Georgia Deaf-Blind Project Annual Report 6/14/99-7/2/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	Target Outcomes/ Objectives	Strategies/ Time Lines and Team Members	Evaluation Procedure Data Observe Assessment	Progress
6/14/99, Meeting, Helen Keller Regional Office, Susan Lasceck, Debbie Harris/ Deaf-Blind Awareness Week	Provide opportunity for parents, teachers, deaf-blind community to gather in honor of Helen Keller	Debbie Harris, Susan Lasceck, Bob Green have selected a restaurant		**IP** Project will assist with interpreters and present Teacher of the Year Award..
6/16/99 Fulton Co. Schools, S. Harris, to assist with set up for summer	To make classroom ready for Sterling when he starts summer program	Transfer communication system and arrange classroom space		**IMP** Positioned calendar on wall and opened up the room
6/21/99-6/25 Jury Duty				
6/30/99-7/2/99 Valdosta State College/Cynthia Rice, Dot May, Renee Land	To present on Project Communication Strategies Vision Etiologies O&M Visit the home/schools	Power Point Slide Presentation Home-school visit= recommendation for referral to Valdosta City Schools for Jean Simmons	Evaluation/ Pre-Post Test	**T.IMP** Trained 30, parents teachers, therapists excellent response. F.up meet for Jean in Aug

Georgia Deaf-Blind Project Annual Report 7/5/99-7/24/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
July 5-9 Planning Week to Prepare for Part II of Transition Conference/ July 13-15and Summer Institute PFP on July 19-24 inc.				
7/13/99 Part II of Transition Statewide Training/ Second group of attendants from State, Schools	1.Provide overview of Project 2. Address issues related to transition of students from Middle School to High School and beyond	Power Point Presentation on Project Presentation focusing on O&M as requested Family Panel as last time	Evaluations/ Provided by NTAC- Helen Keller	**T.IMP** Great response from group of nearly 50 participants
7/19-24/99 Summer Institute & Comprehensive Education Review *PFP	Overview of education for the individual who is deaf-blind	Lecture and practical experience are combined to give teachers strategies to work with.	Evaluations/ Pre-Post Tests	**T.IMP**

Georgia Deaf-Blind Project Annual Report 8/2/99-8/17/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
8/2/99-8/13/99 Georgia State University/ Office Reports and Planning Period Transition Team Plans	Work on budget and travel of last few weeks. Gather bills on purchase items follow up on possible training for Coastal Georgia as Discussed with Tammy Johnson at Savannah School			**IP** School Director supportive but conference will have to wait until early in 2000..
8/16,8/17 Ellijay to visit with Debbie Nelson and discuss northern regional coordinator and visit classroom	To establish Debbie as the Northern Coordinator for Transition Age Educational Advisors Check O&M concerns for Hannah	Simplify the environment. There are too many areas of the classroom which call for Hanna to walk around obstacles setting her sense of direction astray.		**PI** Debbie accepted the position and the O&M observation led to improved mobility

Georgia Deaf-Blind Project Annual Report 8/23/99-8/27/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented,C=Completed

Project Coordinator: D. McJannet

Date: **Student:** **School:** **County:** **Teacher/ Contact** **Type of Tech Assistance**	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
8/23/99-8/26/99, Hazlehurst Ga., Ramona Stone, A. Brown,	1. To visit classroom and determine eligibility of child with multiple disabilities 2. Provide TA as required	Having registered the child the focus turned to communication. An immediate concern was related the child's positioning. Took photos of child in stander and on tumble form and at lunch table	Observation/ Pictures	**PI**= will need to return with Paula Forney PT if possible Completed report and submitted Offered solution to seating for eating.
8/27/28 American Assoc.For Teachers & Rehab of Visually Impaired and Blind (AER) Conference/ Workshop, Columbus Ga.	Presentation for AER with focus on Etiologies, Types of Vision Loss, Communication Barriers and O&M concerns	90 minute power point presentation and practical hands-on experience offered to all participants	Evaluation of AER	**T.IMP** Spoke to 20 people about project and shared brochures and other hand-outs.

Georgia Deaf-Blind Project Annual Report 8/31/99-9/4/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	Target Outcomes/ Objectives	Strategies/ Time Lines and Team Members	Evaluation Procedure Data Observe Assessment	Progress
8/31-9/3/99 Valdosta City Schools/ Ga. SL Mason Elementary School, Jean Simmons/ Rene Land, Polly Diamond, Dot May	Jean will demonstrate use of an object cue calendar system and become part of Ms.Land's class.	a. Meeting with staff and review of the case. Discussion with school system psychologist. b. Spend all my time in classroom to establish system using plastic bins and velcro tops. Basic principles of communication and introduction of system to the student.		**PI** By the end of the week the student review ed objects for her daily activities with partial assist, given signs at same time, intro to finish box with sign she knows, ,
9/4/99 Shelynda Patterson, Ellijay Elementary, Dalton, Shaundra	1. Assist with arrangement of classroom 2. Assist with the communication she has initiated	1. Provided the Hand in Hand Curriculum for the Teacher. 2. Made the room more accessible for the student.	Observe	**PI** Teacher and consultant moved furniture = observed improved movement

Georgia Deaf-Blind Project Annual Report 9/7/99-9/17/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	Target Outcomes/ Objectives	Strategies/ Time Lines and Team Members	Evaluation Procedure Data Observe Assessment	Progress
9/7/99-9/10/99 GSU, Newsletter for Distribution	To introduce the Improved and edited version of Newsletter to parents and teachers	Presented to staff and printed new version at the University Print shop		**IMP** completed, reviewed & ready to distribute
9/14/99 Georgia State University/ Becky's Class Undergraduates Guest Lecture	1. To define deaf-blindness Etiologies Vision Loss Education	Power Point presentation on Deaf-blind Project and subjects recommended by professor.	Evaluations and Pre-Post Test	**T.IMP** 40+ students in classroom for intro to special ed, good response acc to data
9/16/99 Orlando Benitez, Partee Elementary, Melanie Abhad	1. Help assess use of vision with teacher now that child has glasses	Visit classroom and observe during daytime activities.	Observation	**IP** Vision teacher will be asked to assist with child in future. Major vision behavior changes noted

Georgia Deaf-Blind Project Annual Report 9/20/99-9/24/99
Progress Code: I=Initiated, PI= Partially Implemented, IP= In Progress, IMP=Implemented

Project Coordinator: D. McJannet

Date: Student: School: County: Teacher/ Contact Type of Tech Assistance	**Target Outcomes/ Objectives**	**Strategies/ Time Lines and Team Members**	**Evaluation Procedure** **Data Observe Assessment**	**Progress**
9/20/99 Ringold Elementary School, Catoosa Julie Mickel Teacher/ Brianna	1. Provide teacher TA for communication system and other concerns	Visit Classroom and observe student. Provide Recommendations	Observe	**PI** demonstrate how to use an object cue calendar system with student
9/22/99 East Paulding High School, Adam Rackley	1.To determine program for Adam.	Observe student in his classes, interview teacher, pupil	Observe/ Interview	**IP** Report completed
9/23/99 Woodland Elementary, Isahah Scarlett Jennifer Jones	1. Assist with logistics for communication calender	Observe in class		**IP** will try more portable system
9/24/99 East Paulding High, Adam Rackley, IEP, Transition Meeting	Identify best route for high school student as he nears graduation.	Team Meeting: All members want Adam out in community and recommend evaluation at Sensory Center. O&M for community based travel		**IMP** Program change agreed with parents and student.

Georgia Deafblind Project Tech Assistance Summary March 1997-March 1998	**Technical Assistance Provided/ Teacher Objectives**	**Results Progress Codes**	**Results Training & Inservices/ Pre test and Post Test Results & Satisfaction Forms and Comments**
3/7,3/8 Simpsonwood Retreat Center/ Maria Bove on MAPS and PATH	To teach the teachers and parents about the purpose and value of early planning for our students	Imp.	Attended by approx 43 people, including teachers, administrators, parents and other professionals
3/18/97 SNIP program & Leigh Whitock/ Franklin Co	To provide assistance and share HAND IN HAND materials	Imp.	Hand In Hand Video & Presented practical hands on experience with earplugs and vision simulators including route travel, environmental modifications
4/16/97 AASD Staff Meeting	To discuss the programs/methods used to keep track of the preschool children	P.Imp/ New form for computer. Will be working closely with parent advisors in the process of transition from home to the school environment.	

Georgia Deafblind Project Tech Assistance Summary March 1997-1998	**Technical Assistance Provided/ Teacher Objectives**	**Results Progress Codes**	**Results Training & Inservices**
4/24/97 Habersham Co. / Contact Jo Alice Ray/ Student Cody Trusty	To provide technical assistance for 3 students in Habersham.and do short presentation of projects activities	P. Imp. Visited 3 different sites and made recommendations/ will send reports	Implemented Presented to staff on this occasion 1. the role GDBP plays in the state 2. The population breakdown
4/17/97 Slater High School Atlanta/ Mercy Walker/ Ref by Jessie Brantley / Teacher Ms. McCurdy	To provide technical assistance to team of teachers working with Mercy 1. Communication 2. Schedule 3. Curriculum	P Imp. 1. Left Hand In Hand with teacher 2.Recommended some type of schedule on her desk 3. Teacher invited to Summer Institute in July. 4.Demonstrate use of contrast in lesson.	
5/12/,5/13 Grantville Ga. Bureau Presentation	To provide teachers and administrators a 2 day workshop on vision loss & blindness, hearing loss & deafblindness& Orientation and Mobility including simulator experience and sensitivity activities	Imp.	Implemented Inservice for teachers and administrators

Georgia Deafblind Project Tech Assistance Summary March 1997-1998	Technical Assistance Provided/ Teacher Objectives	Results Progress Codes	Results Training/ Inservice
5/14/97 GSU meeting with Susan Brooks, Bob Greeen,	Helen Keller Week Meeting	Imp. Reviewed agenda and other plans/ looks good	
5/15, 5/16 GSU Summer Institute Outline and Planning	To begin 1. to assemble agenda, contact guest lecturers 2. prepare dates for distribution to teachers and GSU	P imp. Completed outline for agenda/ mailing list	
5/3097 Franklin County, Teacher Inservice	To provide an experience in Orientation and Mobility for team members working with JJ. Miller		Implemented: Used blindfolds and simulators and earplugs
6/9,6/10, 6/11 GSU Summer Institute Meeting	To organize/ order all handouts needed for 9 days of training in July	P.Imp will need more etiology books	
6/21/97 Simpsonwood./ Helen Keller Awareness Week/ Luncheon	To provide parents, teachers, state represenatives, consumers, with opportunity to hear from speakers about project activities/ meet Teacher of the year/ Special Service Provider and Educational Advisors and or Family service Advisors serving the deafblind student population.		Implemented as over 100 attend this gathering to celebrate the work of Helen Keller

Georgia Deafblind Project Tech. Assistance Summary March 1997-1998	**Technical Assistance Provided/ Objectives**	**Progress Results and Codes**	**Training & Inservice Results**
7/,7 7/8/, 7/9 SUMMER INSTITUTE 97 Simpsonwood Center, Week 1 Etiologies, Characteristics etc. Dr. Kathryn Heller	To provide parents teachers, grad students, professionals the etiologies/characteristic\ associated with students who are deafblind		IMPLEMTED 40 plus participants attend/ Orientation to deafblindness with discussion on vision and hearing loss/ etiologies/ parent presentation/ **guests from Tenna./ Wisconsin
7/21,7/22, 7/23 Simpsonwood Center, Summer Institute Week 2 Communication, Dr. Maria Bove	To provide training in communication methods/ Maria Bove		Completed 42 people attend inc. 307.11 members
7/28,7/29,7/30 Simpsonwood Center, Summer Institute, Week 3, Technology for the Deafblind, Mr. Ike Presley, Orientation and Mobility, Doug McJannet	1. To provide participants with hands-on opportunities to learn more about the technology available today 2. Provide information on Orientation and Mobility Instruction and include practical blindfold and simulator experience		Completed training for 35

Georgia Deafblind Project Tech. Assistance Summary March 19978-1998	**Technical Assistance Provided/ Objectives**	**Progress Results and Codes**	**Training & Inservice Results**
8/7/97 Savannah/ State Rehab Conference on Transition and work sites for individuals who are deafblind	Presentation on issues related to work and transition		Implemented 30 people attended a mini-workshop which provided hands on simulator experience
10/14/97 Banks County Schools, J.J. Miller, Theresa Robinson	1. To establish and effective communication system/ expressive & receptive 2. To develop calendar system 3. Assist with travel routes inside/outside school	1. Partially Imp as the teacher was shown how to use concrete objects. 2. P.Imp., Made some recommendations/ comments about the use of specific object cues 3. P.Imp as the consultant walked routes with teacher	Reviewed Hand In Hand Curriculum and discussed communication systems
11/4/97 Tifton Georgia, Terrence Jackson/ Lastinger Len Elem School,	1. To provide technical for Orientation and Mobility concerns/ 2. Communication	P.Imp/ Assisted with access in class/ obj system for Terence./Total Language prog	Provided inservice to support staff serving the student with deafblindness and assisted with the decision making related to environmental modifications .

Georgia Deafblind Project Tech. Assistance Summary March 1997-March 1998	**Technical Assistance Provided/ Teacher Objectives**	**Results/ Progress Codes**	**Training & Inservice Results**
11/7.11/8 Hearing Loss and Middle Ear Infections, Dr. Jim Thelin, Univ Tennessee	1.To provide training in the different types of hearing loss associated with the student with deafblindness. 2. To provide more concentrated instruction in the identification of children with middle ear infections.	Imp.	46 people attended the training and the pre-test post test scores were
11/11/97, 11/12/97 Roosevelt Warm Springs State Rehab./ OT contact,	1. To provide Orientation and Mobility related follow up services for blind client with hearing loss..	1.P.Imp Recommend to continue with cane use for trave on the campus/ student has successfully completed part of route to cafeteria	Imp. Brief inservice on the Hand in Hand Curriculum/ Video for Rehab staffers, OT PT's/
11/18/97 Carnesville Elem to Visit with Gena/ Observe Chris	1. To do an initial functional vision assessement. 2. Assistance with the computer program used in class 3. Provide strategies related to his positioning for instructional purposes, emphasizing the optimal use of vision at all times and promoting success.	Imp. Completed assessment using selection of forms for dual sensory imp. children, present Hand In Hand & Materials to teacher/ demo for positiioning	Hand In Hand Video to support staff/

Georgia Deafblind Project Tech. Assistance Summary March 1997-March 1998	Technical Assistance Provided/ Teacher Objectives	Results/ Progress Codes	Training & Inservice Results
11/13/97 Manchester Middle School/ Diedre Vance Collier, Kevin	1. To provide follow up services for deafblind student and share information related to functional vision & hearing assessment. 2. To provide assistance with a program to monitor the student's use of a travel cane and give the staff an inservice on O & M techniques	P. Imp as the 1.consultant discussed some of the results of assessment. 2. recommend related to the positioning of student 3 A form for monitoring the student's use of the cane in the hall was developed *safety issue of other students are keys to Kevins safety	Training implemented for teachers of the hearing impaired, with hands-on blindfold and simulator experience
11/22/97 Kiwannis Conf. Pines/ Presentation on the Needs of the Deafblind Child and Deafblind Project Role & Training Activities			Completed Presentation on the Deafblind Project at Conference with Approx 75 people. Discussed the GDBP role in the state and training

Georgia Deafblind Project Tech. Assistance Summary March 1997-March 1998	Technical Assistance Provided/ Teacher Objectives	Results/ Progress Codes	Training & Inservice Results
12/11/97 Banks Co. Joint Visit follow up with Paula Forney the Project PT. Tyler Henslee	1. To provide further recommendations with regards to the positioning of the child and information with regards to stander.	Imp. met with teacher and Dr. Aiken, the Special Ed Director. *Recommend for stander.	
12/11/97 Habersham Co. Clarkesville Elem, Ashley Myers/ Paula Forney PT	1. To provide feedback with regards to the system of ambulation and the use of a ball pool in class.	P.Imp as the O & M and PT. assist with balance board & strategic positioning of pool	
12/16/ 97 Berkmar High School / Provide Tech Assistance to Jessie Moreau & Ed Stone	1. Provide follow up assistance to teacher and 2. Provide deafblind consumer/ local leader of deafblind population, with visit to classroom with deafblind student	Imp./ 1.Provided feedback on Geography Class & Materials 2. Provided deafblind assoc presiden with visit to observe class and O & M lesson on the school campus/ discussed project role & training program .	
1/ 8/98 Staff Meeting GSU	To discuss upcoming Stakeholders Meeting and Determine Needs fo Project	Imp. Targeted 1WEB site and 2Transition 3 Usher Screeening.	

Georgia Deafblind Project Tech. Assistance Summary March 1997-1998	**Technical Assistance Provided/ Teacher Objectives**	**Results/ Progress Codes**	**Training & Inservice Results**
1/14/98 Stakeholders Meeting with NTAC represenatives and Advisory Board Members.	1. STAKEHODERS Meet with represenatives of schools/ agencies and discuss targeted objectives and plans for ACTION GROUPS a. Transition Team b. Web Site Team c. Publicity/Political	P. Imp as Transition team sites February date for follow-up and plans to work closely with AASD	
1/14/98 Advisory Board Meet Meeting with Board Members	1.To discuss census and updates of recent trainin activities 2. Disuss upcoming training activities * Usher Screening Conference	Imp. 1. The recent PT training on sensory integration was well attended by therapists 2. Usher conference with South Carolina will feature S. Davenprort and Harry Anderson/ Panel Speakers and Family Represenatives from all states. Particular emphasis will be placed on the procedures for establishing screening statewide.	

Georgia Deafblind Project Tech. Assistance Summary March 1997-March 1998	**Technical Assistance Provided/ Teacher Objectives**	**Results/ Progress Codes**	**Training & Inservice Results**
1/26/98 Minor Elementary School/ Gwinnett Co. / Jade Warman/ Teacher Jean Pendergrass	1. Provide teacher with some ideas of how to work with a child with suspected Usher Syndrome Recommend sensitive approach to diagnosis.& follow up with neurology due to seizure like behavior a. Lighting b. Contrast c. Position in classroom d. O & M assess e. Functional Vision f. Inservice for staff	P.Imp 1. Lighting Contrast ideas given in class/ table top work & envir 2. Discussed student with O & M teacher and assess scheduled 3 Functional vision discussed with VI teacher. 4. Inservice scheduled for Feb. 17, 98	
2/11/98 GSU Present to graduate students in Special Ed about the GA Deafblind Project	To provide an overview of the GDBP and the types of support activities provided	Imp.	Inservice on the Project was well received by approx 30 students and brochures and other information was shared
2/13/98 SNIP Program for preschoolers/ Leigh Whitlock and Staff/ An inservice on working with children with vision and hearing loss/ 15 people attended		Imp	Inservice featured simulation and video
2/17/98 Usher Presentation at Minor Elem School/ Discussion of Student identified with Usher		Imp.	Inservice for staff of VI and HI.

Georgia Deafblind Project Tech. Assistance Summary March 1997-March 1998	Technical Assistance Provided/ Teacher Objectives	Results/ Progress Codes	Training & Inservice Results
2/20/98 Bureau for Severe Disabilities/ Deafblind Project Presentation & Orientation and Mobility Inservice	To provide administrators from school system outside the Metro Atlanta Area with an overview of deafblindness and O &	Imp.	Implemented this in Monticello area schools/ 15 people attended the daylong presentation and the evaluation indicated that the material was practical and very helpful..
2/27/98 Meeting with Statewide Coordinator/ Director for Rehabilitation Services	Meeting to discuss a training program in services for the deafblind including expereience using simulators & earplugs "The Mini Institute" will be designed to address transition issues and rehab client needs. *Discussions led to the suggestion of having the project provide support for a planned Vision Conference. A follow-up gathering is planned to bring state workers together with educational directors and professionals. Follow up meeting planned for in one month.	P.Imp	

Georgia Deafblind Project Ed. Advisor Summary Aug 1997 -March 1998	**Educational Advisor Objectives & Referrals**	**Advisor & Results Progress Notes**	**Inservices**
2/11/98, Ms. Pam Greiner Dekalb Co. Schools	To provide assistance to teacher with 2 deafblind multihandicapped children	P.Imp, Ed. Advisor presented information about the GDBP and shared material	
3/2/98 Franklin Co. Ms. Phyllis Miranda, Barbara Stovall	1.To develop a tactile communication system to use with Sammie Dingle at the Elementary School. 2. To record information related to mobility performance and share information with O & M consultant and vision teacher and other staff members.	P. Imp. 1. Tactile system complete using products found at home/ school 2. O & M consult to follow	
Educational Advisors Trained For Tennessee Deafblind Project, TREDS Ms. Donna Consacro Ms. Sandy Self	Objectives: 1. To improve and maintain quality identification and service provision. 2. Use the Hand In Hand Curriculum Training to share with parents & teachers 3. Use some of the inforamation related to CHARGE syndrome in Newletter for Tenn Project shared with parents& teachers	Implemented and Ongoing as they use information provided as part of their training in July 97.	

Georgia Deafblind Project Ed. Advisor Summary Aug 1997 -March 1998	**Educational Advisor Objectives & Referrals**	**Advisor & Results Progress Notes**	**Inservices**
2/11/98, Ms. Pam Greiner Dekalb Co. Schools	To provide assistance to teacher with 2 deafblind multihandicapped children	P.Imp, Ed. Advisor presented information about the GDBP and shared material	
3/2/98 Franklin Co. Ms. Phyllis Miranda, Barbara Stovall	1.To develop a tactile communication system to use with Sammie Dingle at the Elementary School. 2. To record information related to mobility performance and share information with O & M consultant and vision teacher and other staff members.	P. Imp. 1. Tactile system complete using products found at home/ school 2. O & M consult to follow	
Educational Advisors Trained For Tennessee Deafblind Project, TREDS Ms. Donna Consacro Ms. Sandy Self	Objectives: 1. To improve and maintain quality identification and service provision. 2. Use the Hand In Hand Curriculum Training to share with parents & teachers 3. Use some of the inforamation related to CHARGE syndrome in Newletter for Tenn Project shared with parents& teachers	Implemented and Ongoing as they use information provided as part of their training in July 97.	

Georgia Deafblind Project Ed. Advisor Summary Aug 1997 -March 1998	**Educational Advisor Objectives & Referrals**	**Advisor & Results Progress Notes**	**Inservices**
2/11/98, Ms. Pam Greiner Dekalb Co. Schools	To provide assistance to teacher with 2 deafblind multihandicapped children	P.Imp, Ed. Advisor presented information about the GDBP and shared material	
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Educational Advisors Trained For Tennessee Deafblind Project, TREDS Ms. Donna Consacro Ms. Sandy Self	Objectives: 1. To improve and maintain quality identification and service provision. 2. Use the Hand In Hand Curriculum Training to share with parents & teachers 3. Use some of the inforamation related to CHARGE syndrome in Newletter for Tenn Project shared with parents& teachers	Implemented and Ongoing as they use information provided as part of their training in July 97.	

Georgia Deafblind Project Ed. Advisor Summary Aug 1997 -March 1998	**Educational Advisor Objectives & Referrals**	**Advisor & Results Progress Notes**	**Inservices**
2/11/98, Ms. Pam Greiner Dekalb Co. Schools	To provide assistance to teacher with 2 deafblind multihandicapped children	P.Imp, Ed. Advisor presented information about the GDBP and shared material	
3/2/98 Franklin Co. Ms. Phyllis Miranda, Barbara Stovall	1.To develop a tactile communication system to use with Sammie Dingle at the Elementary School. 2. To record information related to mobility performance and share information with O & M consultant and vision teacher and other staff members.	P. Imp. 1. Tactile system complete using products found at home/ school 2. O & M consult to follow	
Educational Advisors Trained For Tennessee Deafblind Project, TREDS **Ms. Donna Consacro** **Ms. Sandy Self**	Objectives: 1. To improve and maintain quality identification and service provision. 2. Use the Hand In Hand Curriculum Training to share with parents & teachers 3. Use some of the inforamation related to CHARGE syndrome in Newletter for Tenn Project shared with parents& teachers	Implemented and Ongoing as they use information provided as part of their training in July 97.	

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Educational Advisors Trained For Tennessee Deafblind Project, TREDS Ms. Donna Consacro Ms. Sandy Self	Objectives: 1. To improve and maintain quality identification and service provision. 2. Use the Hand In Hand Curriculum Training to share with parents & teachers 3. Use some of the inforamation related to CHARGE syndrome in Newletter for Tenn Project shared with parents& teachers	Implemented and Ongoing as they use information provided as part of their training in July 97.	

DATE/LOCATION AND PURPOSE	TECHNICAL ASSISTANCE TEACHER OBJECTIVES	PROGRESS REPORT/ INITIATED/ PARTIALLY INTIATED ETC.	TRAINING & INSERVICEPLUS ALL CENSUS ACTIVITY
10/95 Advisory Board Meeting	Determine results of PATH training provided by TRACES	Implemented with a group of 15 advisory board represenatives .	Path Training Completed
10/95 Adamson Middle School, Joey Hoffman	1. J. will demonstrate expressive communication by selecting an appropriate object cue.	initiated with presentation of new materials.	
10/95 GSU. Ehab/ High School Student D.B	Transition for student to GSRC discussed with counselor	Dates are planned for entry for evaluation	
10/95 GSU.	Contact Special Education directors to identify students on census	Implemented 20 directors were contacted as part of follow-up in preperation for next census.	Telephone contact with Special Ed Directors
10/95 GSU.	Complete initial study of the areas best suited for demonstration sites.	Glynn and MacIntosh were possible counties	Brief inservice on AugmentivCommunication systems
10/95 Harmony Elementary School, Sarah Russell	S. will learn how to travel independently in the classroom using effective protective techniques.	Inititated, with an introduction to self familiarization techniques	

10/95 Atlanta Area School for the Deaf/ Planning Meeting	Parent weekend for parents of deaf children/ assemble program outline/ speakers	Initiated	
10/95 Briarlake Elementary, Dekalb Co., Rashika	R. will demomstrate correct use of signed expressive communication at lunch by identifying preferred foods.	Partially implemented during this initial visit. The teacher introduced the sign for eat and drink and received a response	
10/95 Clarkston High School, Chaka, Kirsten Peterson V.I.	C. will demonstrate expressive communication by selecting an object cue.	Initiated, the consultant provided materials and assisted with deaf-blind student	
11/95 Grimm Home/ Bud and Kathy parents, Charge Syndrome child with Kaitlin	Follow-up physical theraphy for Kaitlin provided by project staff member.	Implemented by PT. Ga Pines Rep., previous recommendation related to manipulation of child's limbs/ active play with follow- **stander activities	
11/95 South East High School, Macon, Ann Gary, student Donna	D. will demonstrate effective use of her vision when traveling on the school campus, 80 % of the time.	Initiated methods with teacher and student during interview/ report sent, recommendation for follow-up	

11/95 Jim Cherry Center, Dekalb, State Consortium for Severe/ Profound	To provide assistance to administrators with regards to vision/hearing screening methods	Materials were recommended plus descriptions of functional vision assessment which can be used with deaf-blind child	Discuss needs of deaf-blind children severe/ profound
11/95 GSU	Organize letter to be sent to all Special Education Directors.	Letter Completed to inform all of the school districts served.	CENSUS REPORT 95
11/95 Clarkston High School, Dekalb, Chaka	C. will demonstrate expressive communication by pointing to an object cue at lunch time	Initiated during the lunch. Had the student employ her residual vision to locate food, don't just hand it to her.	
11/95 Academy for the Blind, AER conference	Attend Conference and meeting as board member		Planning of activity related to deaf-blindness

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11/95 Southeast High School, Donna Collier	To provide technical assistance to the teachers in monitoring the student's effective use of vision outdoors	Initiated during brief inservice which included teachers and aids. They were informed about the need to have students make use of reference points for orientation and to encourage systematic searches for street crossings.	
11/95 AASD CENSUS	To identify children at Atlanta Area School For The Deaf	1. Approx 15 children noted during visit who are being served at present. 2.Orientation and mobility assessments recommended.	
11/95 Adamson Middle School, Joey Hoffman/ Follow Up	To provide follow-up assistance with student/ check progress	Implemented a.The teacher was busy organizing an object calendar for Joey. b. Introducing some functional vocational tasks ie. cleaning tables, windows	

12/95 GSU Planning Training Programs for 1996. Info about role of educational advisors	To select 3 Training programs for 1996 based on returns from Simpsonwood Summer Institute training b. To. distribute letter to encourage growth of statewide advocacy & support with deaf-blind eductational advisors	Implemented 3 programs focusing on 1. deaf culture and sign language, 2. early childhood orientation and mobility, 3. AFB's Hand in Hand curriculum selected/ b. Letter directed at teachers in various counties who have participated in training.	
12/95 GSU Educational Advisors	To contact the individuals who were recommended as Educational Advisors	Implemented/ some indication of the types of activities to be honored for contract work	
12/95 GSRC Deaf-Blind Parent Group Meeting	With the assistance of TAC represenative Kathy McNulty to establish name of group, Identify mission and goals	HOPE Having Opportunity for Purpose and Equality of life is selected as name and the mission statement and mission and goals identified.	PROVIDED SPECIAL TRAINING THRU TAC PERSON. HKNC
	2. Election of Board	A temporary board selected	

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	3. Plan for parent representation on Advisory Board	President accepted the position on the board and will report to meetings	
	4. Select date for follow-up meeting	Implemented and will occur in next month at GSRC	
GSU. 12/95 Staff Meeting Planning for January Training	To identify topics and potential guest lecturer	Implemented Plan/ selection of deaf culture and sign language and guest lecturer.	
12/95 AASD Georgia Deaf-Blind Advisory Committee	To discuss activities and report on Washington Meet.	Many new training programs discussed and background on Washington meet.	
12/95 AASD Transition meeting with Bob Greene, Kay McGill and Susan Brooks, Dr. K Heller and Marlene Bryar.	To establish meaningful tool to assist with transition from high school to state rehabilitation or Helen Keller	Partially implemented with outline of letter for the purpose completed and plan for next meeting.	
12/95 Milledgeville Central Hospital/ Consult with Zell Murray	Provide technical assistance to staff of nurses and aids	Initiated with extensive training program focusing on vision and communication methods with the deaf-blind/ report	TRAINING PROVIDED AND INITIAL REPORT SUBMITTED

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1/96 GSU Staff Meeting Planning for Transition	To establish effective tool to deal with transition of children in PINES program to 3-22 group monitored at GSU	Plan to use a specific form for this purpose and to hopefully establish computer hook-up	
1/96 Park Elementary Harris County, Brian P	To provide technical assistance and recommendations		
	1. B. will demonstrate expressive communication by pointing to an object representing an activity.		
1/96 Park Elementary, Harris County Brian, Deafblind Student	2. B. will demonstrate choice making behavior by selecting one object from a choice of two.		
	3. B. will employ some type of sign language while using the object calendar.		
	4. B. will demonstrate effective use of vision and balance when walking in an unfamiliar area/ ie. cafeteria	Follow up date planned for April or May	

1/96 Simpsonwood, Deaf-Blind Training Program for teachers, students parent		All of the evaluation data received suggest the total success of this program and a need to continue with this type of training.	TRAINING IN SIGNED COMMUNICATION AND DEAF CULTURE. Role playing and other activities will be included to encourage creative use of signed communication
1/96 University Program Advisory Committee	To discuss the GSU deaf-blind program and quality of course selection from viewpoint of project assistant coordinator and grad student	Braille training is a major concern for vision teachers and may require special attention in future.	
1/96 GSU/ CENSUS	To contact Special Education Advisors about the Census Report	15 Counties were contacted who had not responded. Data entry for counties reporting were completed on a daily basis.	CENSUS report updates done daily in January 96
2/96 GSU Prepare Census Report.	To complete the census report and provide vital information for project.	Completed the necessary follow up calls to Special Education Directors and sent letters to counties.	CENSUS report completed and prepared for report

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2/96 GSU. CENSUS Information.	To provide vital statistics related to the etiologies included in Deaf-Blind Pop.	Completed a study of the etiologies	
2/96 Birkmar High School/ Gwinnett County / Educational Advisors Program	To assist O & M specialist with lesson using electronic travel device. 1. Jennifer will follow a series of directions and make effective use of the mowat sensor while completing a route outdoors.	Partially Implemented as student located and identified a landmark used for orientation purposes.	
2/96 Decatur High School/ Liz Cohen	To Provide Educational Advisor with information related to project and deliver brochures.	Implemented with 50 brochures left for the teacher and information about the project as a whole.	
2/96 Atlanta Area School For The Deaf. **Learning Media Assessment	To provide training and assistance so that the assessment can be completed sucessfully		Training provided on the effective use of the Learing Media Assessment.
2/96 GSU Planning Epworth Training	To contact Educational Advisors for weekend retreat to meet on St. Simons Island.	Initiated and meeting will be included in agenda for the weekend retreat. /I~p	

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2/96 GSU/ Planning	1. To create a master mailing list of all teachers and associated professionals 2. Brief outline of program for Hand In Hand Training in August/ Curriculum Instruction	Implemented 1. Completed the list and plans were made to distribute these to all teachers. The list consisted of 78 teachers as of 2/96. 2. Submitted outline to project director	
2/96 Deaf-Blind Parent Weekend Meeting GSRC. DB HOPE	To discuss the proposal for guest speaker and general information sharing	A decision to have Frank Pearson speak about legal aspect of parenthood in June.	HAND IN HAND TRAINING WILL BE OFFERED TO ONE PARENT REP

3/96 State Conference on Deaf Blindness	1. To provide state counselors of the deaf and visually impaired information about role of project in transition phase of schooling. 2. To provide technical assistance to student with Usher. Attending seminar on subject and provide recommendations	1.Implemented with discussion and distribution of brochure. 2. Partially Immplemented with student's attending a presentation focusing on Usher Syndrome. Networking with the local chapter for Usher Syndrome consumers also proved worthwhile	
3/96 Tippens Elementary School, Cherokee County	To Provide technical assistance related to child's expressive and receptive communication	Implemented. 1. Teacher was introduced to use of an object calendar and given a model to initiate with in class. 2. Materials were provided to back up this effort. 3.Positioning of student in wheel chair was crucial for easy access.	

3/96 Southeast High School. Bibb County	A. Provide Staff Training on Deafblind B. Provide technical assistance for student who is deafblind	B. Implemented and recommended that the student be assessed again by vision specialist and audiologist. There is a history of failure to replace old hearing aid system.	Special Educ. Inservice on augmentive communication and orientation and mobility includes pre-post test
3/96 Helen Keller National Center Office Planning Meeting Weekend meeting /D.B. Hope for parents of children who are deafblind	To determine the upcoming events including guest lectures	Implemented as the decision is made to bring in Frank Pearson to talk about Parents' rights and Robbie Blaha from Texas	
3/96 Educational Advisor Debbie Nelson Gilmer County	Follow up support provided as teacher and student visit AASD for assessment. Recommmendation 1. After consulting with audiologist at GSU suggested alternative hearing aid system to improve sound location ability		

3/96 Atlanta Area School For The Deaf Worksite Locations/ Printshop and Horitculture	To provide technical assistance for two deafblind highschoool students. Recommendations A. Student at Printshop 1. Increase the background contrast of table top. 2. Move some of the obstacles in area near machines. B. Student at Greenhouse 1. Have the student avoid walking near the parking area and certainly not crossing there. Use of alternative route strongly recommended. 2. Full O & M evaluation recommended	A. Partially implemented, consultant observed student with a cardboard makeshift background on desk, showed better vision use. B. Student travelled the longer route around on sidewalk but no problem observed.	
3/96 Atlanta Area School For The Deaf Advisory Board and Staff Meeting	Issues related to delivery of services across state using the PATH activity to help.		

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3/96 GSU, St. Simons Island Training Planning	1. To organize agenda for the conference. 2. Outline for Hand In Hand in August is presented	Implemented: Agenda discussed and will be organized and presented to planning committee. 2. Hand In Hand Training discussed/ Presentors identified representing communcation expertise and orientation and mobility	
4/96 GSU/ Planning for St. Simons Training	To Meet with speaker and discuss special arrangements for orientation and mobility presentation.	Implemented/ discussed site and planned early childhood practical O & M workshop.	

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4/96 Douglasville High School Joey/ student diagnosed with Usher	Recommendations 1. The addition of visual and tactile warning strips on the stairs in specific areas of school. 2. The lighting on staircase and main entrance might be increased to assist with the student's need for light. 3. Some counseling provided with regards to his receiving O & M night training	Partially Implemented, Discussed the environmental concerns and provided some ideas about that involved with night training.	
4/96 St. Simons Training/ Communication sign language and Orientation and Mobility		Implemented and pre and post test were administered. **This was a very popular training program and request for more of same.	To train teachers, administrator and other professionals basic ASL sign skills and something about deaf culture plus provide an introduction to Orientation and Moblility for young children

4/96 Atlanta Area School For The Deaf/ Staff Meeting	To discuss census and come up with some new ideas for transition	Implemented as a new form was introduced to team members and will be distributed to eductational advisors in field.	
4/96 Lavonia/ SNIP Program	Visited program and provided technical assistance to coordinator	Implemented as List of recommendation were provided by director of deafblind project, Dr. K. Heller, related to physical disabilities.	
4/96 Conyers/ Elementary School, Ashley, Deafblind child with multiple disabilities	To provide teacher with technical assistance for student. Recommendations 1. Orientation and mobility instructor should make use of visual landmarks in class and around school to assist with orientation. 2. Provide a Hand In Hand Curriculum for reference to commmunication systems.	Implemented, met with O & M specialist and demonstrated use of bright colored landmarks for student. 2. Left teacher with copy of curriculum and outline of sections on communication.	

4/96 Helen Keller National Center/ Susan Brooks	To discuss and plan the agenda for Deafblind Awareness Week	Partially Implemented with many new ideas tables by planning committee consisting of parents and professionals	
5/96 International Deafblind Conference Vancouver, British Columbia	To attend professional conference and aquire information related to Deafblind Population	Implemented as conference presentations attended addressed isssues such as; 1. Intervenors in the class 2. Augmentive communication systems	
5/96 Gilmer County Schools, Debbie Nelson and staff			Inservice focusing on issues such as hand over hand communication and adapted travel devices
5/96 Dahlonega Georgia Bureau for Severe and Profound and Mobility			Presentation, Orientation and mobility Inservice to selected staff members at Dahlonega training site

5/96 Floyd College Meet with counselor/ academic advisor of deafblind student Tammy Jo	Provide technical assistance to counselor and student. Recommendations 1. Further training in the use of travel cane. 2. Functional vision training for travel outdoors.	Implemented 1. Met with the student's counselor and provided resource materials for program. 2. Reviewed options with counselor and student	
5/96 GSU Review of awards for Deafblind Awareness Weekend	To identify the canidates for award presentation which will take place in June.	Implemented, All choices made for a. Teacher of the Year b. Citizen of the Year c. SSP of the Year.	
5/96 GSU Physiothery Inc, Tifton	Provide Technical assistance to physical theraphist working with a deafblind student.	Partially Imp. Resource materials provided and recommendation of inservice with specific objectives	
6/96 Holiday Inn, Dekalb, Conference Site Planning committee meeting	To establish the interpreters positioning and select audio visio systems and placement	Partially Implemented 1. Selection of location for speakers, interpreters and black backdrop. 2. All video equipment and microphones organized	

6/96 North Campus Georgia State University,			Inservice focusing on the deafblind population and the role of the Georgia Deafblind Project
6/96 GSU Hand In Hand Meeting	To distribute invitations and outlines to all eductational advisors and teachers expressing interest in program.	Fully implemented and sent out with return date for early July.	
6/96 GSU. Adapted Physical Ed Presentation in fall.	To plan agenda with Professor at SUNY, NewYork to do presentation	Partially Implemented with discussion of games to be included, ie wheelchair baseball...	
6/96 AER Education for Visually Immpaired Board Meeting	To plan for the upcoming statewide conference in Macon	Partially implemented with a proposal, acceptance of a presentation on Ga. Deaf Blind Project Activities	
6/96 Georgia State University, Elissa Cagan, Undergraduate student			Inservice on deaf-blindness/ the role of Deafblind Project for classroom of student in Special Ed.

6/96 Helen Keller National Center. Deafblind Awareness	To review the selection of interpreters and match them with the significant hearing impaired/ deafblind group to attend	Implemented and accepted team of 16 interpreters	
6/96 Deafblind Awareness Weekend Banquet	To honor outstanding teachers and assistants, and deafblind citizens and provide an occasion for all deafblind individuals to share with family etc.		
7/96 AER International Conference in St. Louis Missouri.	To attend the deafblind division meetings and assist in orientation and mobility issues related to individuals who are deafblind		
7/96 GSU Planning Committe for Hand In Hand Presentation	To organize video presentation and practical experience in Orientation and Mobility	Implemented as the meeting room is selected and wheelchair use on site/ Adapted travel devices chosen	

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7/96 GSU Registration for Hand In Hand/Review interpreters	1. To identify the participants and determine some of the needs of individuals 2. To review selection of interpreters and provide information on content.	Impletmented with Educational Advisors 2.Interpreters accepted and information provided to them with regards to program content	
8/96 Simpsonwood, Hand In Hand Deafblind Curriculum Training			Presentation by National trainer, Terri Raflowski Welch/ D. McJannet on use of the AFB Hand in Hand Curriculum.

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8/96 Tifton Ga. Physio Theraphy Inc. Janet Schoebel	To provide technical assistance to team working with 8 year old deafblind child who has history of strokes. Recommendations 1. Initiate use of object calendar. 2.Contact vision teacher and teacher of the hearing impaired 3. Introduce a travel device to the child for further protection. ie short cane or push toy	Partially implemented as we played with the object cues during a speech lesson..	
8/96 GSU/ Meeting with Lauren Lieberman re Adapted Physical Education	To discuss outline and any special concerns - related to the Simpsonwood Facility	Completed review of agenda outline and will be making on site visit at end of month.	

SITE/ CONTACT PERSON	OBJECTIVES/ RECOMMENDATIONS	OUTCOME/ PROGRESS	TRAINING PROGRAMS
10/96 Greene County High School, Sherrell/ Teacher, Lisa	To provide technical assistance in the classroom and observe in community. Recommendations 1. Low vision assessment 2. Hearing aids in both ears not just one 3. Assistive listening device'..Phonic Ear. 4. Orientation and Mobility Assessment and immediate need for Training.	The classroom teacher and vision teacher will organize meeting at later date to discuss this	
10/96 Floyd College Student: Tammy Jo. Pamela, Coordinator Deaf Services	To provide technical assistance as to discuss some academic concerns at College. Recommendations 1. Introduce use of JAWS or other enlargement software 2. Investigate available resources for braille instruction.	Partial Implementation 1. Teacher identified for braille instruciton 2.Follow up meeting planned.	

10/96 SITE/ CONTACT PERSON	OBJECTIVES/ RECOMMENDATIONS	STATUS/ PROGRESS	TRAINING PROGRAMS
Center for the Visually Impaired.\ Ehab Y. Follow Up	To meet with the Orientation and Mobility teacher and provide technical assistance for training program. Recommendations 1. To maintain a journal of activities in terms of behavior related to contract agreement. 2. Introduce student to peer group discussions.	Partially implemented as 1. the instructor was shown a sample report with special emphasis on travel contract. 2. Student will be recommended for group sessions with peers who are struggling in program.	
11/96 Adapted Physed Program Weekend Retreat	To provide a combination of theory and practical hands on experience to adapted physed teachers, educational advisors, regular teachers and other professionals	Implemented Lauren lectured in the morning and a vast assortment of games were organized for the afternoon	45 people attending the training on this weekend. Most people participated in the practical experience portion as well.

11/96 SITE/ CONTACT PERSON	OBJECTIVES/ RECOMMENDATIONS	STATUS/ PROGRESS	TRAINING PROGRAMS
Manchester Middle School Kevin R., Dee Vance Collier, teacher	1. To provide technical assistance in classroom and observe mobility skills in hallway. Recommendations 1. Kevin should be reminded about his posture and must learn to use his cane to apply touch technique. 2. Keep the cane near his desk in class	Partially Implemented 1. Teacher will collect data on the number of times his head is drooping down toward floor. 2. Demonstated the correct application of touch technique for the teacher.	
11/96 GA Deafblind Advisory Board Meeting	1. To introduce new staff members, discuss the review of grant	Implemented The new chair person was introduced and each member received a copy of the project review	
11/96 Georgia Academy for the Blind	1. To present on The Hand in Hand Curriculum from AFB. 2. To provide instruction on the use of the curriculum.	Implemented 1. All of the students became familiar with the curriculum 2. Demonstrated use of the various components to locate information.	20 people attended the training

12/96 SITE/CONTACT PERSON	OBJECTIVES/ RECOMMENDATIONS	STATUS/ PROGRESS	TRAINING PROGRAMS
Census Review MEETING /STAFF	1. To study the current accuracy of descriptions of students on grant 2. identify students who are no longer of age for the services	1. Completed this task and have made corrections using most updated information. 2. Compiled list and will hand over to HKNC represenative for national census.	
12/96 Mailing of the Census Letter To all 186 counties	To inform Directors of the need for information about the deafblind population and to share schedule of training for teachers	Completed.	
12/96 Meeting of GDBP staff	To discuss the planned training programs for 97 and to discuss the organization of the census	Dr Heller reviewed the information required for the federal report.	

1/97 SITE/ CONTACT PERSON	OBJECTIVES/ RECOMMENDATIONS	STATUS/ PROGRESS	TRAINING PROGRAMS
Planning for the MAPS session in March at Simpsonwood	1. To determine an initial agenda for this presentation. listing of materials required. 2. Identify the people who would be invited to the training.	Implemented: Completed An initial discussion with Dr. Bove pointed to the need for writing materials for all participants/ this will be a "hands on" experience. Schedule of times and content completed.	
1/97 Georgia. Deafblind Advisory Board	Objective: 1. To discuss the new membership and discuss plans for the year. 2. Determine next meeting place.	Implemented: 1. New members were introduced including the new chair person. 2. March 18 the Board will visit the Demonstration site in Franklin Co.	

1/97 SITE / CONTACT PERSON	OBJECTIVES/ RECOMMENDATIONS	STATUS/ PROGRESS	TRAINING PROGRAMS
East Paulding High School Adam R. Vision Teacher Marsha H.	To provide technical assistance to entire team working with this student with deafblindness. Recommendations 1. Review medical report to determine if safe in gym 2. limit the time in resource room 3. reconsider the primary system of communication. ie. braille over print. 4. Investigate suggestion for operation on ears. 5. present contract for student to wear both hearing aids.	Partially Implemented as 1. letter was sent to physician. 2. a contract will be presented by vision teacher. 3. to determine but reading is slow and many problems observed 4. To check 5. Another contract will be written out for student. A follow up meeting is planned.	
Franklin Co. Insite Progam	1. To meet with a teacher and share information about the project and the educational advisor team	Implemented: left Leigh with the Hand in Hand training curriculum and video/ info about the ed advisors prog.	

1/97 SITE/ CONTACT PERSON	OBJECTIVE/ RECOMMEDATIONS	STATUS/ PROGRESS	TRAINING PROGRAMS
GSU OFFICE Census Return	Complete work on census as the information comes in on our deafblind population.	Partially Implemented as team members worked on the new data/ new students/ arranged initial contact	
Banks Primary School, J.J. Miller Teacher: Franny Robinson	To provide technical assistance in the classroom for a student with deafblindness. Recommendations 1. Introduce object calendar which provides opportunity for independent travel. 2. Modify some of the furniture with high contrast colors. 3. Check out the Hand in Hand Curriculum and Video.	Partially Implemented: 1. Demonstrated how this type of system works by showing the teacher how to organize it with what she has available 2 giving example of how to deal with the use of the coat rack/ outline with color. 3. Left her a copy of the curriculum including the video.	

2/97 SITE/ CONTACT PERSON	OBJECTIVES/ RECOMMENDATIONS	STATUS/ PROGRESS	TRAINING PROGRAMS
Transition Presentation Meeting with Dr. Heller	Objective: To determine outline for upcoming Statewide Transition Conference Presentation.	Implemented/ Complete The project director will focus on the various etiologies related to deafblind population and will discuss some adaptations on the worksite Mr. McJannet will present on his specialty area of Orientation and Mobility for the Deafblind as it relates to worksite	

3/97 SITE/ CONTACT PERSON	OBJECTIVES/ RECOMMENDATIONS	STATUS/ PROGRESS	TRAINING PROGRAMS
Transition/ MAPS/ Dr. Theresa Teber Dr. Maria Bove, Simpsonwood Retreat Center	1. To give the participants a firm background in state transition policy and activities 2. To provide training in the process known as MAPS, McGill ACTION Plan	Implemented The participants were informed about the policies and activities in the state. All individuals received extensive material on the subject 2. Each participant shared in a mapping experience and was given a copy of the program by both presenters	25 people attended the training **including 2 guests from Tennessee, (parent teacher) answering a special request from Helen Keller National Center Rep. The Pretest/ Posttest results and evaluations indicated that the participants acquired a great deal of information and that they enjoyed the weekend!
3/97 Census Meeting	Final preparation for the census report. Review data. Mailed on time		

ATLANTA PUBLIC SCHOOLS

Making the Grade!

PROGRAM FOR
EXCEPTIONAL CHILDREN
GWENDOLYN T. BENSON, PH. D.
DIRECTOR
978 NORTH AVENUE, N.E.
ATLANTA, GEORGIA 30306
(404) 827-8656
FAX (404) 827-8618
GBENSON@atlanta.k12.ga.us

March 30, 1999

TO WHOM IT MAY CONCERN:

This letter is in support of the Georgia Deaf-Blind Project. This project has assisted the Atlanta Public Schools in evaluating and programming for the unique needs of children with deaf-blindness. The technical assistance provided has been invaluable both to the educational staff, but also, as a resource to our student's families.

Hopefully, this project will continue to receive funding. As a large school system serving students with a variety of disabilities, it would be impossible to maintain the staff trained to meet all the instructional needs of our children. Please call me at (404) 827-8656, if you need any further information.

Sincerely,

Gwen Benson

Gwendolyn T. Benson, Director
Program for Exceptional Children

GTB:CAG:ae

cc: Dr. Kathryn Heller ✓
Mr. Doug McJannet
Mr. Carol Geist

DUBLIN CITY SCHOOLS
Program for Exceptional Children
Dublin, Georgia 31021

Dr. H. M. Schuber
Superintendent

Lojuanna O'Neal, PRSE
Director of Student Support Services

April 19, 1999

Dr. Kathryn W. Heller
Georgia State University
Dept. of Educational Psychology and Special Education (EPSE)
University Plaza
Atlanta, Georgia 30303

Dear Dr. Heller:

I am writing this letter of support for the continuation of the Georgia Deaf-Blind Project. This has been the first year that we have had a student identified as Deaf-Blind since 1980 and your staff, especially Doug McJannet, has been very helpful to my teacher, paraprofessional, and parent in providing technical assistance and follow-up with Brittnie. Mr. McJannet did an outstanding workshop on Saturday, November 14, 1998 with several teachers, Deaf-blind students, and parents.

Services of this kind were not available back in the early 80s in Georgia and I can remember how frustrating it was to try to locate help for this student due to the uniqueness of his disability. Some of the important activities done by the project that our system has benefitted from include:

1. Providing on-site technical assistance across the state to teachers and families.
2. Maintaining a census of children with deaf-blindness to assure services are available to meet their needs.
3. Supporting family and consumer activities by offering training in activities, on-site technical assistance, loaner bank, consultation, referrals, and group meetings.

I am very much in support of the Georgia Deaf-Blind Project and its activities statewide for families and children with deaf-blindness. I hope that it continues to receive funding.

Sincerely,

Lojuanna O'Neal

Lojuanna O'Neal, PRSE
Director, Student Support Services

LO/af

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Meriwether County Services
for Exceptional Students

P.O BOX 70
Greenville, GA 30222

4-13-99

To Whom It May Concern,

We are asking for the continued funding of the Georgia Deaf -Blind Project. The Deaf Blind Project means a lot to rural counties such as ours (Meriwether County). When you have a "low incidence" population such as deaf-blindness, technical assistance is often needed to provide the students with the appropriate services. It is also extremely important that the educators of these students receive the necessary training to meet the needs of the students. The Georgia Deaf -Blind Project has provided on site technical assistance and training to our county. Without the assistance of the deaf -Blind Project our students would not be experiencing some of the successes that they have had in the last few years. The Deaf Blind project has provided our teachers and paraprofessionals with training in the area of deaf-blindness.
We have also worked closely with the deaf blind project to help maintain the Deaf blind census. The census helps Georgia to locate people with deaf blindness in order to provide services that meet the needs of these individuals. The deaf-blind project has also worked collaboration with us to provide family support to our students.

The Deaf -Blind Project is currently developing a "statewide"

Usher/Vision screening, training regional educators to help provide technical assistance to neighboring counties.

We support the Deaf Blind project. We can't emphasize enough the importance of the Georgia Deaf Blind Project to us. We need funding to continue so that we can continue to assist children with deaf-blindness.

Sincerely,

Diedre Vance-Collier

Diedre Vance-Collier
VI/HI Teacher

Lori Garrett
Assistant Special Education Director

Glynn County Schools

David C. Mosely, Ed.D.
Superintendent

William W. Crosby
Associate Superintendent

William F. Young, Ed.D.
Assistant Superintendent for
Pupil Personnel Services

Mark Hamil, Ed.D.
Director of Special Education

March 18, 1999

Dr. Kathryn Heller, Coordinator
Georgia DeafBlind Project
Georgia State University
Department of Educational Psychology in Sp. Ed.
University Plaza
Atlanta, Georgia 30303

Dear Dr. Heller:

Please accept this letter of appreciation for the support we have received from the Georgia DeafBlind Project. As a Director of Special Education, it is often difficult for us to obtain needed expertise in serving students with low incidence disabilities, particularly in the rural areas of the state. Your project consultant, Mr. Doug McJannet, has provided insightful technical assistance that has allowed us to serve students with sensory impairments more effectively and appropriately.

Again, we are very thankful for the services of the Georgia DeafBlind Project and hope that we will continue to be able to access this valuable professional resource.

Sincerely,

Mark Hamil, Ed.D.
Director of Special Education

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800 Monck Street, P.O. Box 1677, Brunswick, GA 31521 (912) 267-4100 FAX (912) 265-4331

Equal Opportunity Employer

Northeast Georgia RESA *Regional Educational Service Agency*

375 Winter Street
Winterville, GA 30683-1408
(706) 742-8292
(706) 542-7675
FAX (706) 742-8928

Raymond Akridge, Ed.D.
Director

March 31, 1999

Dear Dr. Heller,

I am writing in support of the Georgia Deaf -Blind Project. Our program at N.E. Ga. RESA has four students who have benefited from this project. These students are on the Deaf-Blind Census and have been helped in many ways.

This project has made it possible for our teachers to receive training to become Educational Advisors for these students. By supporting families with on site assistance and consultation these teachers have been able to meet the needs of the students as well as other family members. Family support has been a key factor that is supported by this project.

I am in support of continued full funding for this Project. Continued updated training and follow-up are critical to our teachers. The Georgia Deaf-Blind Project has been an invaluable source of help for our agency.

Sincerely,

Brenda Stancil

Brenda Stancil
Coordinator – Program for Students with Visual Impairments
N.E. Ga. RESA

Barrow • Clarke • Commerce City • Elbert • Greene • Jackson • Jefferson City
Madison • Morgan • Oconee • Oglethorpe • Social Circle City • Walton
AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION INSTITUTION

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APPENDIX G

SAMPLE PARENT DATA
SAMPLE PARENT LETTERS

PARENT NEEDS ASSESSMENT SURVEY

Please put a check besides the items that you are interested in:

51% Communication
35% Promoting use of remaining vision and hearing
24% Adaptations for vision and hearing loss
35% Promoting interaction with brothers and sisters
27% Promoting interaction with friends
20% General principles of orientation and mobility
27% Effective collaboration between home and school
25% IEP
29% curriculum and instructional strategies
33% Family Activities
16% Leisure Skills
47% Resources and Materials
29% Support groups
41% Respite Care
27% Day care
25% Camps
35% Adaptive equipment
25% handling and Positioning
25% Behavior management strategies
24% Feeding techniques
8% Other

Please put a check indicating how the information should be given:
22 Inservice or Conference
    Best times for inservice/conference:
    8 weekends
    10 evenings
    9 during a weekday

7 Weekend Retreat
13 Home visits
29 Mailings
3 Other

Paula
FY 2

Kiwanis/Ga. PINES Statewide Parent Workshop
October 23 & 24, 1998
#30911

Compared to other similar workshops you have attended, this workshop rates:
31 Above Average 6 Average 0 Below Average

In terms of meeting your needs this workshop rates:
28 Above Average 9 Average 0 Below Average

The Georgia Center for Continuing Education Facilities were:
23 Excellent 16 Satisfactory 0 Poor

Evaluation

		(Poor)			(Excellent)	Would like to to hear more	
I.	**Workshop Sessions**	1	2	3	4	Yes	No
a.	"Growing up with a Sensory Impairment" *Estelle Condra*	0	0	3	34	20	0
b.	"Panel on Transition Issues" *Panel Members*	0	1	10	20	19	0
c.	"Advocacy 102" – More on Parents as Equal Partners in the Transition Process" *Cindy Arceneaux*	0	0	1	8	8	0
d.	"Auditory Skill Development- Practical Activities *Barbara Terry*	0	0	3	10	9	0
e.	"Vision Development- Practical Activities *Pati Alexander*	0	0	1	16	8	0
f.	"Mom to Mom"	0	0	4	17	9	0
g.	"Dad to Dad	0	0	0	7	2	0
h.	"Professional to Professional	0	0	3	8	8	0
i.	"Let's Talk: Lunch Topics"	0	1	11	18	13	0

		(Poor)			(Excellent)	Would you like to hear more?	
II.	**Entertainment**	1	2	3	4	Yes	No
	"Blind People Shouldn't Vacuum" *-Estelle Condra*	0	0	1	32	16	0
III.	**Displays**	0	0	9	27	14	1

	(Poor)			(Excellent)
	1	2	3	4
IV. **Georgia Center Facilities**				
a. Pre-registration information	0	2	10	24
b. On-site conference registration	0	0	7	27
c. Meeting Rooms	0	0	8	30
d. Georgia Center food services (breaks and lunches)	0	0	6	33
e. Courtesy of Personnel	0	0	6	33
f. Hotel Rooms	0	2	8	21

V. What were the best aspects of this workshop?

-The presenters.

-Entertainment, panel, and breakout sessions.

-Hands on – practical activities. Great to see and hear parents encourage one another.

-Meeting other parents. The functional vision workshop.

-Sharing thoughts and feelings with other parents and advisors.

-"Dad to Dad".

-Estelle – very funny presentation and inspiring talk. Parents having the opportunity to talk to other parents and professionals.

-Talking and spending time with parents and professionals.

-The great aspects of this workshop is being able to meet and talk with other parents about issues you will or have gone through. Sometimes you think you know all you need to know, until I came here and I find out how much more I don't know.

-The topics were timely since we are going through the transition process. Sessions and handouts very informative and helpful.

-Meeting other professionals and parents, having the opportunity to talk with all of these.

-Networking opportunities with professionals, parents and organizations. The wide variety of beneficial topics.

-The very informative speeches and Estelle is very wise and taught me a lot about what to do to teach my visually impaired child.

-Estelle Condra was the best. Thank you so much!

-The people and openness of answers to questions.

-Estelle, Georgia Pines staff and parent advisors, parents, and presenters. Best conference we go to all year.

-Estelle. The panel discussion.

-Lots of useful information about problems with our child.

-The "Mom to Mom" workshop. Auditory skills development. Meeting all the people who are involved in the blessings of Georgia Pines.

-All of it.

-Sharing among ourselves, quality speakers.

-Meeting new parents with similar disabilities. The sessions were very informative.

-Parent networking opportunities. Relaxed atmosphere. "Time to Share", gives parents opportunity to interact at onset of conference. Displays/exhibitors were excellent.

-Meeting other parents.

-All the great people and babies.

-"Mom to Mom" groups, with sharing about their needs.
-Talking with parents and sharing ideas and sharing other issues. Also displays.
-Seeing so many parents actively interacting and watching Dads with kids.
-Workshop session "Growing up with a Sensory Impairment".
-Talking with other P.A.s.
-Estelle Condra's presentation.
-Displays. Meeting with other parents with same issues.
-Meeting other parents who have or have gone through the same things I'm going through.

VI. **What suggestions would you make to improve this workshop?**
-None.
-Have more workshops on fun activities on stimulating children auditorily and visually.
-"Mom to Mom" group to be separated by Mom's whose child has one impairment and multiple impairments because experiments are so different.
-Add a day and longer breaks to visit.
-Better map to UGA with alternate routes. Warmer rooms.
-More time for workshops and talking with moms.
-Have some of the topics twice so that everyone can go.
-None.
-Workshops should be scheduled for Saturday morning with keynote after lunch. More variety of topics.
-More time to learn.
-It would be nice to have older deaf adults and children with other issues that have had an implant or who are wearing aids.
-More professional to professional time. Maybe a panel on getting started since we all seem to do it differently.
-More of them.
-Make the workshop longer so families have time to meet and bond other families and more open panel discussion.
-If we had another vision class let the presenter pass the stuff to make the boards (good idea) but the first of the line took everything.

VII. **Suggested topics for future workshops:**
-More Estelle Condra.
-Medicaid. Couple therapy.
-Preschool services.
-State director for BCW presenting on "collaborative service provisions". Geared toward P.A.s. Technology update for vision and hearing (both in same session or repeated sessions for people that deal with both.
-Children that may have problems processing.
-Finance/funding resources. Technology for the disabled child (ACD's, software, hardware). Nutrition concerns. Estate planning/special needs trusts.
-Financial resources.
-Deciding to have a second child after your special needs child.

-How a visual and hearing impairment affects development in the early years. Also individually how a visual impairment or hearing impairment affects development.
-More on cochlear implant topics. Choices for auditory training.
-Meeting with moms in their kids age group or disability.
-Continued suggestion/sessions on IEP preparation.
-Changes in health care funding for hearing aids, assistive devices.
-Hands on for tactile/auditory materials/experiences.
-The topics covered were great.

VIII. Additional comments:
-On the panel: have a bus (transportation) person involved.
-Hats off to you Charlene for a great job. Enjoy your retirement.
-I thoroughly enjoyed the conference. I learned so much beneficial information and made contact with organizations and people that can be a good resource in the future.
-It was my first year and I really enjoyed myself and have a greater appreciation for Georgia Pines.
-Exhibitors should be set up Friday evening by registration time so participants can investigate leisurely over two days, thereby decreasing Saturday exhibit time and allow another time slot for additional workshops. Exhibit time too long for Saturday morning.
-It might be hard to beat this year's speaker! Maybe we should all keep our eyes open for a good short film!
-This was great. Thanks so much for providing time and place to learn, laugh, and lounge. This was the first time I've been away from my son since birth.
-More talk and information on hearing and vision impairment not just one or the other

IX. Georgia Pines lunch session
a. What did you feel was the most beneficial outcome from this session?
-Meeting the parents with similar needs.
-Having everyone together.
-This was a terrific opportunity for discussion on a specific topic among parents.
-Meeting other parents and advisors.
-Informal atmosphere to ask questions.
-Speaking with other parents with same issues.
-In-depth conversations.
-Informal learning. We did not actually talk about the topic at the table, but that is okay.
-Contacts.
-Meeting moms and dads.
-Great presenter on vision in school system. Very informative.
-Individualized reinforcement, getting to really know the person and the ease in asking any questions.
-Just learning was nice and great.
-Individual questions about each parents child were addressed.
-Learning about different toys.
-Meeting new moms and getting to know professionals out of the office.
-Sharing.
-Sharing with other parents.

X. Future Sibling Workshop

a. Would you be interested in having sessions which school-aged siblings could attend with other siblings at a future workshop?

-14 said yes.
-One said no.
-If there are enough that could come, otherwise it wouldn't be worthwhile to plan for it.

b. If so, what is the age of your child/children who would be attending theses sessions?

-12.
-6 and up.
-3 and newborn.
-5, when my daughter gets that old in two years.
-9.
-10 and 11.
-10 and 11.
-5 and 10.
-3, 5, and 9.
-5 and 7.

c. Suggested topics for sibling workshop:

-Helping your visually/hearing impaired sibling learn.
-Kids getting together to talk about the good and not so good of being a sibling. Coping skills. Telling their friends or how to tell their friends.
-How to communicate. You are not second best.
-Auditory/visual stimulation. Games/songs for handicapped. Play activities with siblings. Positive caring support/sharing attention. Honoring involvement with handicapped sibling. Dealing with feelings/anger/jealousy. Recreation/art time.
-Ways to play with visually impaired sibling.
-How do you feel about having a sister or brother with a special need. Do you feel like you are left out sometimes. Do you feel that you are not loved as much as the child with special needs.
-Stress release for siblings. It is okay to be upset (emotional conflict).
-Anger therapy. Self esteem. Feelings – how can I have two feelings at the same time.
-Maybe some videos geared for siblings. Patti Alexander would be a good one to teach or lead a session.
-How it makes the sibling feel. Do they feel equal or left out? How to work together.

-Sharing information.
-Talking with State Department personnel.
-Learning about the needs of the siblings of impaired children.
-Talking with other parents.
-Chance to talk informally and ask questions.

b. Suggestions to improve the session:
-Questions submitted ahead of time.
-More time.
-Someone leading or offering direction to the circle.
-More time and handouts available.
-More variety of topics.
-None, maybe make it longer.
-More handouts pertaining to topics.
-There were 13 sessions and we only attended one at lunch. I felt I was missing out. I would have like the handouts from all the workshops to read when I got home.
-It is pretty tough to improve a good thing.
-Ask parents and P.A.s to suggest or check topics when they pre-register to get a better idea of interest for facilitators. I saw at least four tables (topics) not accessed.

c. Topic suggestions for next year's lunch session:
-Teens/young adults with disabilities to talk with parents informally. Could maybe follow a more formal panel presentation in the morning.
-What can I do/what will I become. Plan for the future/being independent and financial discipline.
-Continuation of "growing up wit a sensory impairment". Pay Care facilities. Are they prepared to take care of your child? If not, how can we help?
-Play activities for visually impaired. Behavior management with hearing impaired infants.
-Same ones would be good.
-Meeting different parents.
-Choosing the type of communication that best meets the needs of your child and your family.
-Advocating, transition, and importance of support.

d. Additional comments:
-We would like for you to bring the scrap book Georgia Pines has compiled over the years.
-Everything was great1
-Thank you Kiwanis and Georgia Pines for everything.

Kiwanis/Ga. 2nd **Workshop**

Compared to other similar workshops you have attended, this workshop rates:

Above Average:	20
Average:	11
Below Average:	0

In terms of meeting your needs this workshop rates:

Above Average:	21
Average:	13
Below Average:	0

The Georgia Center for Continuing Education facilities were:

Excellent:	25
Satisfactory:	9
Poor:	0

EVALUATION

Please fill in a rating number from 1 (poor) to 4 (excellent) for the following:

I. Workshop Sessions	**1**	**2**	**3**	**4**	**Would you like to hear more? YES**	**NO**
a. "Building Partnerships with Families" -Dr. Pat Snyder	1	1	6	16	13	6
b. "Transition Issues from Part H to Part B" -Cindy Arceneaux & Linda Davis	0	0	5	16	19	0
c. "Visual Effects"	0	0	10	18	18	2
d. "Willie Moody's Review"	0	0	6	24	21	1
e. "Mom to Mom"	0	1	2	13	14	0
f. "Dad to Dad"	0	0	2	9	8	0
g. "Let's Talk" Breakfast Buffet	0	0	7	28	25	0
h. "Building Family/Professional Partnerships: Views from a Professional" -Dr. Pat Snyder	1	2	11	19	21	3
i. Information to Empower Parents to Act on Behalf of Their Children	1	0	4	20	16	1

	1	**2**	**3**	**4**	**Would you like to hear more? YES**	**NO**
II. Displays	0	1	10	15	17	1

III. In terms of the Georgia Center facilities and food services, please evaluate the following:

	1	2	3	4
a. Pre-registration information	1	1	9	25
b. On-site conference registration	0	1	8	27
c. Meeting rooms	0	0	8	28
d. Georgia Center food services (breaks and lunches)	1	2	8	25
e. Courtesy of personnel	0	0	6	29
f. Hotel rooms	0	1	8	24

IV. **What were the best aspects of this workshop?**

-Being able to talk with families who have been through what I'm going through now!
-Talking with parents who have been through it all. Talking with older children with hearing impairments to see how "normal" they are. Direction for financial information. Encouragement to push for what we want.
-Meeting directors of Georgia Pines, meeting families, shared information.
-The importance of grandparents and extended family was emphasized. Loved the panel.
-This workshop was very informative. I was able to obtain a lot of information, but I wanted more.
-Interaction with other parents and information/exhibits. Thanks for the great babysitters!
-Family interaction and common interests.
-Information to Empower: most informative!!
-Allowing the grandparents to be a part of this.
-All sessions were excellent. Scheduling allowed time to share ideas, information, etc. and collaborate with parents and PAS.
-Being with other parents.
-Collaboration of professionals. Information on support organizations.
-Breakfast Buffet (Let's Talk). Entertainment.
-Meeting other families.
-Learning more about my child and what to expect in years to come.
-Panel of parents/professionals on Saturday afternoon. Breakfast/discussion opportunities. Mom to Mom and Dad to Dad.
-All information from this workshop was very good information.
-Breakfast topics. Childcare.
-Great information, good communication, sharing together.
-Interacting with other parents and being able to get valuable information from the ones that have been where you are trying to go.
-The panel discussion on different views. The live performance.
-Dads to dads.
-The opportunity to talk to others who have or had the experience you have.
-Dr. Pat Snyder's talk on family/professional collaboration - especially the specific examples and stories - was great! She was encouraging and real.
-The "Let's Talk" breakfast. (And all other opportunities for informal networking among parents). Was a great time to learning and sharing our common experiences.
-Mom to Mom and Dad to Dad.

V. What suggestions would you make to improve this workshop?

-I wish that Friday afternoon's sessions had NOT been combined. Even if the groups had been smaller, there would have been more time to get deeper into the discussion. I was really wanting to learn about transitioning to Part B, but it was covered only with the last half hour.

-More one on one classes and subjects.

-Move time from Friday to Saturday and Sunday.

-It would be nicer to have more professionals such as teachers, welfare workers, PT's and OT's and different agencies that will fit into the program. Saturday and Sunday workshops instead of Friday-Saturday.

-Workshop in Saturday and Sunday instead. Allow parents to bring their own childcare provider and GA PINES pay their salary.

-Allow children to eat food that is left over. (So much food is wasted).

-Better access for parking.

-Medical working of the eyes. I could not see well in Masters Hall. Did you know that the color of the walls determines how well you see in that room? Masters Hall is dark!

-Start with dinner Friday - add more onto Saturday if needed - Could shorten lunch if needed.

-Specify topics in tentative agenda to parents to motivate them.

-Encourage more opportunities for families to interact.

-Registration later on Friday. First session not before 6 PM on Friday. All day Saturday would be better I think.

-Continue to get the professionals here to keep us updated on new concepts and programs.

-We need more parents and PA's to attend this valuable workshop. People don't know what they are missing.

-Everything always runs so smoothly. But always keep the entertainment!!!

-Nothing. It has been well worth my family's time.

-Group families together who have children with similar disabilities (multiple vs. hearing impaired) only for a sound table talk.

-More time. Have this conference more than once a year if possible. I guess since this is my first time I was like a sponge and wanted more, more, more.

-Invite more of the older children to participate and give parents advice on how to raise a hearing impaired child. Adults who grew up hearing impaired also.

-More time for families to be able to ask more questions. For example, (3 days) instead of 1 1/2 days.

VI. Suggested topics for future workshops:

-More topics on future progress to look for in peer child. More Speech related topics.
-More for vision impaired families with no other handicaps.
-Political future of aid to children with disabilities. Sibling feelings - program for them.
-Have a representative from the Special Ed system here to listen to parent concerns and questions. Success stories about inclusion.
-As a first time attendant, new parent, and parent of a disabled child, I want to know:

  1. How other parents dealt with having a disabled child (Mom to Mom helped).
  2. How do I get and where and who do I go to get more information to help my daughter.
  3. Finding out about support groups and help groups in my area.
  4. Finding out about funding.

-It would be nice to talk to the experts.
-Expansion on AVAILABLE support programs - what they provide. Particularly in light of Federal program reduction. And how they overlap.
-Where does grandparents' support begin and interference begin? Or what is the difference?
-More sign language.
-Cochlear implants - inclusion - academic achievement - oral programs - speech therapy.
-What assistance we can get both personally and financially.
-Special classes divided by parent needs. Smaller groups.
-Non-handicap sibling interests.

-What do I do in order to prepare the school system for my child's disability. I live in an area where there are very few options.
-Siblings.
-Continue panel on Saturday. Various topics for breakfast and another choice for lunch could choose a morning topic (breakfast) and afternoon topic (lunch).
-1. Someone to speak on the school system.
 2. Wills and trusts regarding a special need.
 3. Someone to speak on ADA (Disability Act).
 4. Someone to speak on what the services are for.

VII. Additional comments:

-Allow more time to feed your child - because you miss some of the topics. Topics should end early instead of 10:00 pm to allow parents to get their children to bed and up so early. Need more professional staff to attend workshop (teachers, medical professionals, social workers, caseworkers, and therapists).
-Great job! Very beneficial.
-For myself, I enjoyed the programs. I didn't know what to expect or what to do about my child with the hearing because I never experienced it.
-Many thanks to GA PINES people and Kiwanis.
-More parents and professionals grouped at dining tables.
-Excellent workshop - great job Pines and Kiwanis. I gained much information and new friends. Food was awesome. Thanks!!
-Thanks to all the participants for coming.
-Pat Snyder taught a good lesson! Thank God for people like you.
-It would have been most helpful if the Agency panelist each talked about the services they offer rather than just offered their opinions on the case studies. I have not heard about several of the agencies and I'm not familiar with what is available since we're so new in our situation.
-I liked meeting the other parents and grandparents. They were warm, friendly, and welcoming. I learned a lot and am more aware of my rights. However, some GA Pines people were very cold and unfriendly. They looked down their noses at me and as a new parent with a child with disabilities I expected more from these people. I guess I expected a friend in them, maybe I expected too much. There were, however, 4 people that were especially nice, warm, and friendly, and made me feel very welcomed. They were Carol Henson, Paula Tomey, Charlene, and especially Toni Shackelford. They made up for the hurt feeling I got from the other staff. I would attend this conference again for the information, but I would hope for better attitudes and a more friendly and warmer approach from the staff. Am I expecting too much??
-Time for parents to share what a typical day is like. More time for Mom to Mom.
-Would like to see childcare expanded so kids aren't stuck in a cold room staring at 4 walls. Get them outside!! One hour fieldtrip? Like the playground at McPhaul Center or watch band practice at field across street.
-This class was very informative and helpful with getting us in touch with agency to help our child and their impairment.
-Families exchanging addresses and phone numbers so can contact one another in between Kiwanis sessions to talk with one another, to visit as well as fun outings. Need more time to feed your children.

PEARSON'S PLANNING OPTIONS
JUNE 1, 1996

PARTICIPANTS	PRETEST	POSTTEST	DIFFERENCE
1	0	0	0
2	0	80	80
3	0	0	0
4	0	100	100
5	40	---	---
6	20	100	80
7	70	---	---
8	40	80	40
9	20	100	80
10	20	80	60
11	50	---	---
12	0	---	---
13	---	90	---
TOTALS	RANGE: 0-70 MEAN: 20	RANGE: 0-100 MEAN: 48.46	RANGE: 0-100 MEAN: 33.84

DEAFBLIND PARENT
WORKSHOP EVALUATION

	7 EXCELLENT	6	5	4	3	2	1 POOR	MEAN
1. The organization of the workshop was:	4	1						6.28
2. The objectives of the workshop were:	4	3						6.57
3. The work of the presenter(s) were:	5		1	1			1	5.62
4. The ideas and activities of the workshop were:	3	1	2	1				5.85
5. The scope (coverage) was:	5	1		1				6.42
6. My attendance at this workshop should prove:	4	2	1					6.42
7. Overall, I consider this workshop:	6			1				6.57
8. Do you feel a need for additional information about this topic?	YES: 5						NO: 0	

OVERALL MEAN SCORE: 6.24

COMMENTS
JUNE 1, 1996

1. Stronger Features

-Set a plan-provided organized structure for making decisions
-Good information
-Clear presentation, good materials

2. Weaker Features

-His thoughts and ideas are not organized
-He knows what his is talking about, but he doesn't
t present it clearly, very difficult to understand.

Kenneth & Deborah Harris
1214 Camelot Drive
College Park, GA 30349
Home Phone (404) 762 - 7746

April 09, 1999

Dr. Kathryn W. Heller
Georgia State University
Dept. of Educational Psychology &
Special Education
University Plaza
Atlanta, GA 30303

Dear Kathy,

This is to thank the Georgia DeafBlind Project for its on-going technical assistance provided to our family and son. We are extremely pleased with the level of commitment to families and their children who experience sensory deficits, and have subsequently referred another family with whom you are now working.

As you know, Sterling was referred to the "Project" through Fulton County Schools while still in Pre-K. Mr. Doug McJannett, his educational advisor, has been instrumental in the individual education planning process and has become an invaluable member of the team. He has and continues to make frequent, periodic visits to Sterling's school classroom, providing his teachers and therapists specific technical assistance both verbally and through in-service trainings. His recommendations and insight have significantly impacted the "IEP" and have most positively influenced Sterling's ability to achieve the set goals. He has also visited our home to observe how my son functions in a familiar environment and has offered helpful information to our family.

For parents of children with deafblindness, and/or other sensory deficiencies, the Georgia DeafBlind Project is an invaluable resource and we would sincerely hope that it will continue to be funded.

Sincerely,

Deborah

BEST COPY AVAILABLE

April 9,1999

Dr. Kathryn W. Heller
Georgia State University
Dept. Of Educational Psychology and Special Education
University Plaza
Atlanta, GA 30303

Dr. Kathryn W. Heller,

I would like to express that I am very pleased with the assistance we have received from the Georgia Deaf Blind Project. Our son, Paul, who has Ushers Syndrome, has advanced greatly in his understanding of orientation and mobilization. All the programs he has enthusiastically embraced. The seminars we attended on working with the deaf-blind have helped us as parents to get training and information needed to be more prepared to work with Paul in the future. With this support we have become more aware of his needs and feel more secure to confront future problems. Without this support being provided, we might possibly cause ourselves and Paul a lot of undue suffering and despair.

I was surprised and very thankful for how Mr. Doug McJannet took a personal interest in Paul. We had several enlightening meetings with him and other professionals in that field to best determine how to help Paul. Paul has been able to make contact with others who will help him in the future with his continuing education due to those meetings. We didn't have a clue before how to find people to work with him and we owe a lot to Doug for his faithful follow up and assistance.

I sincerely hope the Georgia Deaf-Blind project continues to receive funding. If a census was carried out of the children in need, I'm sure the conclusion would be evidence enough as to why this program is a must. The Ushers/ Vision screening is what made us fully aware of Paul's needs, as before we only accepted that he had RP. There must continue to be a support for all the children in this state with advisors for parents, therapy, education, technical assistance, etc.. Our need for training and help is great, and I would like to know that every family is able to obtain support from those specialized in carrying it out.

Please, contact me personally if you wish to know more about how we are impressed and supportive of this project. Our home telephone is: 404-366-1197.

Sincerely,

Kelly Durant

Kelly Durant

2702 Summerlake Dr
Dunwoody, Ga 30350
April 8, 1999

RE: Georgia Deaf-Blind Project

Dear Dr Heller:

As the parents of a three year old toddler with a dual-sensory impairment, vision and hearing, we are writing this letter of support for the Georgia Deaf-Blind Project. We are one of numerous families that have benefited invaluably from the programs, services, activities and support that the Deaf-Blind Project effectively provides for families throughout the state of Georgia.

Being the parents of a child with both a hearing and visual impairment have been quite a challenge. From our experiences we have learned that there are excellent professionals trained to work with children that have either a visual impairment only or a hearing impairment only. However, if it were not for the Georgia Deaf-Blind Project we would not have had the opportunity to be exposed to professionals that understand the unique needs of a child that has both a hearing and visual impairment.

We have benefited from services provided by the Georgia Deaf-Blind Project since our son was one year old. Due to our son's young age, most of our interactions with the Deaf-Blind Project have been with the GA PINES part of the project. The GA PINES program is extremely important, because it serves children from zero to three years of life. Those are such crucial years for any child, but especially for a child that has special needs.

Our first affliation was with the audiologists of GA PINES/AASD (Atlanta Area School for the Deaf). The audiologists there are very experienced and good at testing very young children. Once our son's level of hearing loss was confirmed, we greatly benefited from both the hearing aid loaner bank and the vast knowledge of the audiologists at GA Pines/AASD.

When our son was one thru three, we benefited from being assigned a Parent Advisor through GA PINES. Our Parent Advisor worked with our son during home visits and educated us on how to help our son. Our advisor was always available to answer any questions that we had, she was an incredible source of support and encouragement and she helped us to meet other families that were involved with GA PINES.

This past October, we attended the GA PINES/Kiwanis Parent Conference in Athens, GA. That was one of the best and most informative conferences that we have attended. We learned so much from the conference and had a really enjoyable time mingling and becoming acquainted with other families and professionals that understood our needs. The workshops that we attended were pertinent to information and resources that we were seeking and needed.

Once our son turned three, we were so excited to learned about the Educational Advisors that the GA Deaf/Blind Project was training to work specifically with parents and children with a visual and hearing impairment. Being that the needs of a child that have a dual sensory impairment are so unique, we feel that it is commendable that the Deaf-Blind Project recognized that once a family was no longer enrolled in Early Intervention or GA PINES that the support of having an advisor during the first few years of being involved with the school system was a necessity.

We have only briefly highlighted and barely touched the surface of how we have benefited from the Georgia Deaf-Blind Project. It is our belief that the Deaf-Blind Project has the capability to make the difference between success and failure. In closing, it is our sincere hope that the Georgia Deaf-Blind Project will be granted funding for the next four years.

Sincerely,

Russell Scarlett Yolonda Scarlett
Parents of Isaiah Scarlett

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